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ABSTRACT

Under a legislative mandate, system and institution performance reports are prepared for the Oregon higher education system annually to share descriptive information about the movement institutions are making with respect to the indicators adopted by the state in 1997. Chancellor's staff prepared Report Cards and Summary Performance Reports for the System and each of the seven constituent institutions. These reports focus on performance movement in relation to institution targets. Overall, the results demonstrate that the System and the institutions improved in the 2000-2001 school year against the targets and, for the most part, against their performance in the previous year. Oregon University System (OUS) aggregate performance improved against targets for degree production in technology shortage areas; recent graduate satisfaction; gifts, grants, and contract expenditures; new Oregon freshmen enrolled; total unduplicated headcount; bachelor's completion rate; and new Oregon transfers. Aggregate performance declined against the indicators of freshmen persistence, recent graduate success, and current fund balance. OUS aggregate performance is not yet available for degrees/certificates/licenses awarded in teacher education shortage areas. Findings indicate that many issues faced at the time of the first report in 1999 remain, but both OUS and individual institutions appear to be making progress. An appendix presents a performance and planning data dictionary. (Contains 14 tables and 2 figures.) (SLD)

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Oregon
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Performance 2000-01: System and Institution Summaries and Report Cards

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Executive Summary

Introduction

The four goals adopted by the State Board of Higher Education – access, quality, employability, and cost effectiveness – became etched into Oregon law with the passage of Senate Bill 919 by the 1997 Oregon Legislative Assembly. This law directed the State System to develop performance measures and indicators of these four goals. Over the next several years, the identification of performance indicators began in earnest and involved the Board, Chancellor, senior institution administrators (presidents, provosts, administration vice presidents), with the Vice Chancellor for Academic Affairs taking the lead.

The performance indicator and performance funding policy provides that some of the indicators will be tied to incentive funding; institutions will set improvement targets based on their past performance and that of their peers; and that the Chancellor will report annually on System and institutional performance against these targets to the Board at its December meeting. To fulfill this requirement, System and institution performance reports are prepared annually to share descriptive information about the movement institutions are making with respect to the adopted indicators.

Performance 2000-01: System and Institution Summaries and Report Cards

Chancellor's staff prepared Report Cards and Summary Performance Reports for the System and each of the seven constituent institutions. These reports focus on performance movement in relation to institution targets. The percentage movement represents proximity to the target objective. Overall, the results demonstrate that the System and institutions improved in 2000-01 against the targets and, for most, compared to their results in the previous year.

Specifically, OUS aggregate performance met improvement targets for seven indicators and did not meet targets for three indicators (with recent data still pending for two other indicators). For one of the three indicators in which the target was not met, OUS missed the target by less than 1 % and is not statistically meaningful.

- OUS aggregate performance improved against targets for six indicators: degree production in technology shortage areas (+11.8%), recent graduate satisfaction (+18.0%), gifts, grants and contract expenditures (+14.5%), new Oregon freshmen enrolled (+5.1%), total unduplicated headcount (+3.6%), bachelor's completion rate (+4.9%), and new Oregon transfers (-.5%). These percentages indicate the proportion of movement above the "sustain" targets.

- OUS aggregate performance declined against four indicators: freshmen persistence (-5.2%), recent graduate success (-.9%), and current fund balance (-7.7%). These percentages indicate the proportion of movement below the "sustain" targets.

- OUS aggregate performance is not yet available for degrees/certificates/licenses awarded in teacher education shortage areas.

- In short, OUS is enrolling more students overall, more Oregon residents as first-time freshmen, more students are completing bachelor's degrees, and recent OUS graduates are highly satisfied with their educational experiences. At the same time, OUS faculty have attracted more research and development grants sponsored by non-state sources. This has been an exceptional year for the System.

- The number of institutions improving for each of shared indicators varies from two to seven. For each indicator, the institutions improving against their targets follow:

  - Freshmen persistence - EOU, PSU, SOU (3 of 7)
  - Total degree production - EOU, OIT, PSU, SOU (4 of 7)
  - Degree production in high technology shortage areas - OIT, OSU, SOU (3 of 5)
  - Recent graduate satisfaction - EOU, OIT, OSU, PSU, SOU, UO, WOU (7 of 7)
  - Gifts, grants, and contracts expenditures - OIT, OSU, PSU, SOU, UO, WOU (6 of 7)
  - Newly admitted Oregon residents: first-time freshmen - EOU, OSU, PSU, SOU, UO, WOU (5 of 7) and transfer students - EOU, OIT, PSU (3 of 7)
  - Total unduplicated enrollment - EOU, OIT, OSU, PSU, UO, WOU (6 of 7)
  - Bachelor's completion rates - EOU, OSU, PSU, SOU, WOU (5 of 7)
  - Recent graduate success - EOU, WOU (2 of 7)
  - Foundation revenues - EOU, OSU, PSU, SOU, UO WOU (6 of 7)
  - Current fund balance - EOU, OIT, OSU, PSU, UO, WOU (6 of 7)
  - Faculty compensation - OIT, OSU, SOU (3 of 7)

In interpreting these performance data, it is important to recognize that OUS is three years into this initiative and we are approaching the implementation with thoughtfulness. We have made great progress, but challenges lie ahead. One of the challenges is knowing how much improvement is possible given current capacities of the institutions. Given that institutions set their own targets against past performance, the improvement rates vary. Further, some campuses set more challenging targets than others. It is also important to note that a few campuses are already performing highly and incremental improvements are difficult and costly. In the review of performance for performance funding awards, these complexities will be taken into account in deciding awards. Those interested in more detailed information are directed to the Report Cards and Summary Reports and the performance website at http://www.ous.edu/assess/performance.

Conclusion

As Oregon begins the transition into the 21st century and into a knowledge-based economy, it is worthwhile to note that many of the issues faced at the time of the Board's first report, *1999 Baseline Performance Report*, endure but the System and institutions appear to be improving. Also, important aspects of the future will be at least partially determined by the resources – both human and financial – in which the OUS and institutions have already invested. An analysis of historical trends is possible due to the foresight of policy leaders in the past. The collection and analysis of quantitative data as a basis for policy and decision-making is an integral component of the mission of the Chancellor's Office.

Introduction

The four goals adopted by the State Board of Higher Education – access, quality, employability, and cost effectiveness – became etched into Oregon law with the passage of Senate Bill 919 by the 1997 Oregon Legislative Assembly. This law directed the State System to develop performance measures and indicators of these four goals. Over the next several years, the identification of performance indicators began in earnest and involved the Board, Chancellor, senior institution administrators (presidents, provosts, administration vice presidents), with the Vice Chancellor for Academic Affairs taking the lead.

Indicators were adopted in November 1997, followed by System and institution reports of baseline performance in March 1998 and June 1998, respectively. In the June 1998 report, campuses identified targets for improvement and outlined initiatives to close the gap between current performance and desired results. These initiatives often included the need to isolate influences that would reinforce growth in the desired directions. Further refinement in 1999 and 2000 included identifying a dozen key indicators common to all institutions. Each institution was asked to select two additional indicators to reflect its unique mission, strategic directions, and capacity. These policies require that performance information be shared with the Board at its December meeting. These indicators are identified in the section of this docket item, *Performance 2000-01: System and Institution Summaries and Report Cards*. The full report is provided in the supplementary docket.

The performance indicator and performance funding policy provides that some of the indicators will be tied to incentive funding; institutions will set improvement targets based on their past performance and that of their peers; the Chancellor will report annually on System and institutional performance against these targets to the Board at its December meeting. To assist board members who are new to the performance indicator process, a brief description of performance models generally and the Oregon model specifically is provided.

Performance Models in Context

The performance indicator models are embedded in public sector reform that seeks to reflect a more private sector model. This movement coincides with competition for state resources from other social, health and welfare programs supported by taxpayers, and the growing importance of higher education attainment to the development of a knowledge economy, and the criticism that higher education is not meeting the needs of its "customers" – most often represented as having the skills needed to be successful in the workplace. The Business-Higher Education Forums of the 1990s were dedicated to identifying the concerns about, and needs for, various higher education services from the private sector.[1]

Performance indicators are associated with a desire for improving service and making higher education less costly and more effective by measuring institutional performance against managerial,

[1] In 1994, the Business-Higher Education Forum established a Task Force on High Performance Work and Workers. The Task Force examined how well prepared today=s college graduates are for the demands of the workplace. Leaders from the corporate and academic world examined the issues from each of their perspectives to develop a shared perspective. Two publications - *Higher Education and Work Readiness: The view from the Corporation* and *Higher Education and Work Readiness: The View from the Campus* - summarizes these discussions and was published in 1995 and 1996 respectively.

corporate, and market criteria. Beyond improving service and accountability, several states are pursuing additional reasons for adopting performance models for their public higher educational systems. These reasons include stimulating competition among institutions, conditioning the transfer of authority and autonomy to institutions from the regulations of either a governing system or state, or being able to compare higher education performance among institutions, states or nations. The interest in making comparisons and informing consumer choice are two reasons behind the overwhelming popularity of the "Best Colleges in the United States" edition of *U.S. News and World Report*. The ranking of institutions is based on the evaluation of measures of student performance also used in the performance indicator processes (e.g., freshmen persistence, bachelor's completion rates).

A recent study by the State Higher Education Executive Officers (SHEEO, 1997) confirmed 37 states use performance measures in some way for accountability purposes and to inform consumers about higher education. Of these adopters, 23 states use performance indicators to make decisions about distributing state funds to public higher education institutions. The funds dedicated to performance vary from small proportions to considerably larger proportions of the budget. According to Burke and Serban (1998) performance indicators are often tied to performance funding or performance budgeting.

- "Performance finding" ties separate and usually small allocations of funding directly to institutional performance against a limited number of indictors.

- "Performance budgeting" uses a longer list of indicators to provide an overall view of institutional performance that becomes the context against which a decision on the institution's total budget allocation is made.

Although there is remarkable similarity among these programs, there are striking differences. Tennessee, the first adopter of performance indicators and performance funding about 25 years ago, developed criteria to award performance funds. Beginning in 1979, public two- and four-year institutions were able to earn up to 2% above formula allocations, based on performance against these criteria. The amount of discretionary funding available in Tennessee grew to, and has remained at, 5.5% of an institution's overall budget. Explicit goals are targeted for a five-year period, so institutions have time to adjust programs and target resources.

This incremental approach has been used by most states adopting performance measure in the 1980s or 1990s including Arkansas, Missouri, Ohio, New Mexico, Minnesota, New York, North Carolina, North Dakota, Oklahoma, Oregon, Utah, Virginia, Washington, and Wyoming. The impetus for adoption has come usually from a state's governor or legislature. Some state legislatures have been more prescriptive about the indicators used and the amount of improvement required. In stark contrast to the incremental approach, South Carolina recently adopted a list of 37 indicators and will allocate 100 percent of state funding based on institutional performance. Burke and Serban (1998) have suggested that performance funding enhances the incentive to improve performance but performance budgeting diminishes specific incentives to improve.

Regardless of the impetus for the identification of indicators, all states share some indicators in common. For example, the most commonly adopted indicator is bachelor's completion rate. The selection of performance indicators has been driven by what is measurable and the data collection and reporting requirements of IPEDS. The emphasis has been to shift from reporting inputs (e.g., number of students enrolled, amount of state revenues) to outputs or results (e.g., degrees awarded, graduate satisfaction, employment, meeting workforce needs, research and development grants from non-state sources). Critics have argued that performance indicators are dysfunctional in the educational context and result in goal displacement – some indicators are contradictory (those that relate to quality versus those that relate to access); education is a process, not a product; and the intrinsic value of education is not measurable. Others suggest that performance indicators are necessary to obtaining resources and ensuring the survival of higher education.

The performance measurement trend is quite prevalent in the United States as well as in different national contexts (i.e., England, France, Germany, Canada, Australia, New Zealand, Sweden, and The Netherlands). In Germany, U.S. and Canada, individual states or provinces have taken the initiative to adopt measures, whereas, the remaining countries have adopted national systems as a way of tracking key trends and improving results in public higher education. And, despite the fact that Oregon law (SB 919) sunsets in 2007, performance indicators are a global phenomenon and are likely to shape higher education in Oregon, the United States, and the world.

The Oregon Context

Although OUS institution presidents first explored the idea of performance indicators in 1993, the emerging autonomy from some state regulations and processes related to purchasing and contracting, human resources, and travel (SB 271 in 1995), Board and legislative support for identifying goals and indicators to guide strategic decisions (SB 919 in 1997), and the revision of the resource allocation model (in 1999) coalesced to produce an Oregon performance indicator initiative tied to performance funding.[2] Oregon joined the national trend for public universities and systems being held accountable for the wise use of taxpayers' investment and serving the public interest. In the 1995 and 1997 legislative session, OUS indicated that for a greater state investment and autonomy, more Oregonians would obtain higher education by providing broader access, producing more degrees in Oregon's workforce shortage areas (i.e., engineering, computer information science and selected teacher education fields), more students would progress and complete degrees, graduates would perform better on exit examinations, and more graduates would be employed in Oregon.

The development of the OUS performance indicator policy and the identification of indicators were informed by the work of other states that preceded Oregon's adoption. The implementation processes between 1997 and 1999 included the full Board, Chancellor's staff, presidents, provosts, vice presidents and assessment coordinators on all seven campuses as well as conversations with legislators along the way. These discussions considered a number of points for which the System and institutions sought an appropriate balance. Among these included: Can institutions improve when resources are decreasing? How should capacity influence targets and expectations for improvement? What constitutes good performance? How much would the effort reflect an attempt

2 The Fiscal Accountability initiative will result in the identification of roles and responsibilities of institutions and the Chancellor's Office with respect to fiscal indicators.

to actually improve compared with increasing our legitimacy and survival in a turbulent environment? Should the indicators be shared by all institutions or specific to each institution's mission? Should OUS adopt indicators to cover everything or focus on a few indicators? Should the incentives tied to improved performance be nominal or substantial? Would a specific performance target be set for all campuses or would past performance of campuses be taken into account? As OUS gains experience with focusing on results using performance indicators, new questions arise which the Chancellor's Office and institutions address and resolve to insure the integrity and viability of the OUS Performance Indicator and Performance Funding Policy. In June 2001, OUS unveiled an online version of performance reporting to take advantage of Web technology to assist in finding and displaying information related to System and institution performance.

System and institution performance reports are prepared annually to share descriptive information about the movement institutions are making with respect to the adopted indicators. The policy provides that fourteen indicators will be tracked annually including twelve common to all campuses and two unique to each campus. Five of the twelve indicators shared by the campuses and the two indicators specific to each campus were tied to funding in 2000-01. Depending on funding in future years, additional indicators may be tied to funding.

- Each institution identified two institution-specific indicators (tied to funding) based on mission, strategic directions, and capacity. These vary by institution and may either be selected from the common indicators not associated with funding or may be developed by the institution with the approval of the Chancellor's designee. (See *Mission-specific Indicator Framework*)

- All OUS institutions share five common indicators and improvement is tied to incentive awards. In addition, OUS institutions have seven indicators that are not tied to incentive funding. (See *Key Indicator Framework*)

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  - Bachelor's completion rates - EOU, OSU, PSU, SOU, WOU (5 of 7)
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  - Foundation revenues - EOU, OSU, PSU, SOU, UO WOU (6 of 7)
  - Current fund balance - EOU, OIT, OSU, PSU, UO, WOU (6 of 7)
  - Faculty compensation - OIT, OSU, SOU (3 of 7)

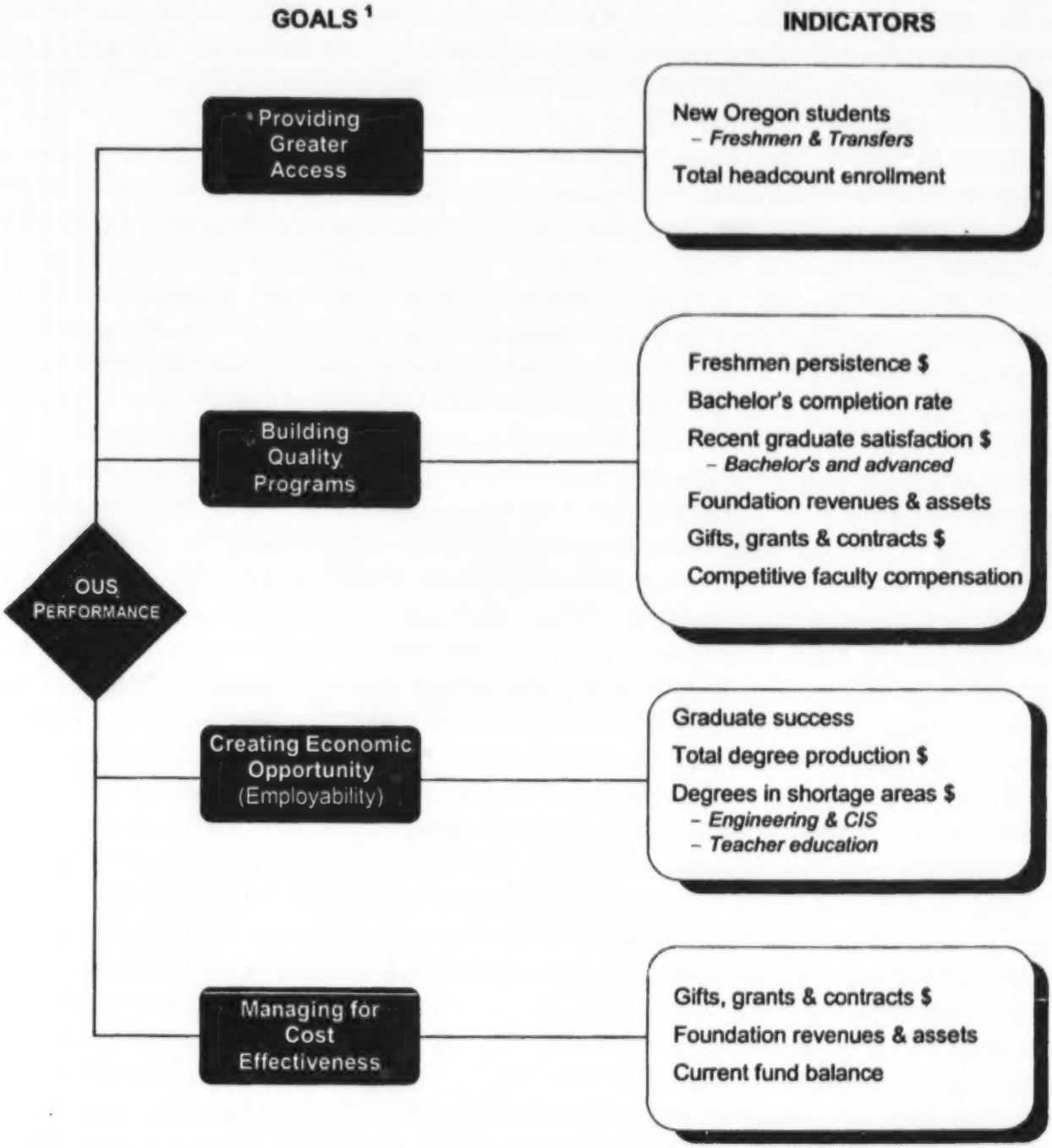
Given that institutions set their own targets against past performance, the improvement rates vary. This listing excludes institutions that had consistent performance (e.g., UO's freshmen persistence rate was at an already high 80.8% for fall freshmen entering in 1998 and continuing in 1999 and remained so the next year); campuses that declined less than 1% (e.g., OIT's new entering freshmen fell .6%); campuses that declined because of program changes (e.g., WOU's total degree production declined 30% because a teacher education cohort program offered off-campus graduated in 1999-00). It is also important to note that some campuses set more challenging targets than others. It is also important to note that a few campuses are already performing highly on specific indicators and incremental improvements are difficult and costly. In the review of performance for performance awards, these complexities will be taken into account in deciding awards. Those interested in more detailed information are directed to the summary reports and the performance website at http://www.ous.edu/assess/performance.

Conclusion

As Oregon begins the transition into the 21st century and into a knowledge-based economy, it is worthwhile to note that many of the issues faced at the time of the Board's first report, *1999 Baseline Performance Report,* endure but the System and institutions appear to be improving. Also, important aspects of the future will be at least partially determined by the resources – both human and financial

– in which the OUS and institutions have already invested. An analysis of historical trends is possible due to the foresight of policy leaders in the past. The collection and analysis of quantitative data as a basis for policy and decision-making is an integral component of the mission of the Chancellor's Office. In pursuit of an OUS accountability policy, OUS Academic Affairs has relied on existing data collection efforts of the institutions and the OUS Office of Institutional Research and the OUS Controller's Office. OUS Academic Affairs has developed and is continuing its surveys of recent graduate satisfaction and employment as well as the economic impact of the institutions on their local communities and the state. These studies and other surveys planned provide a basis for analyses, conclusions, and recommendations concerning higher education's resources.

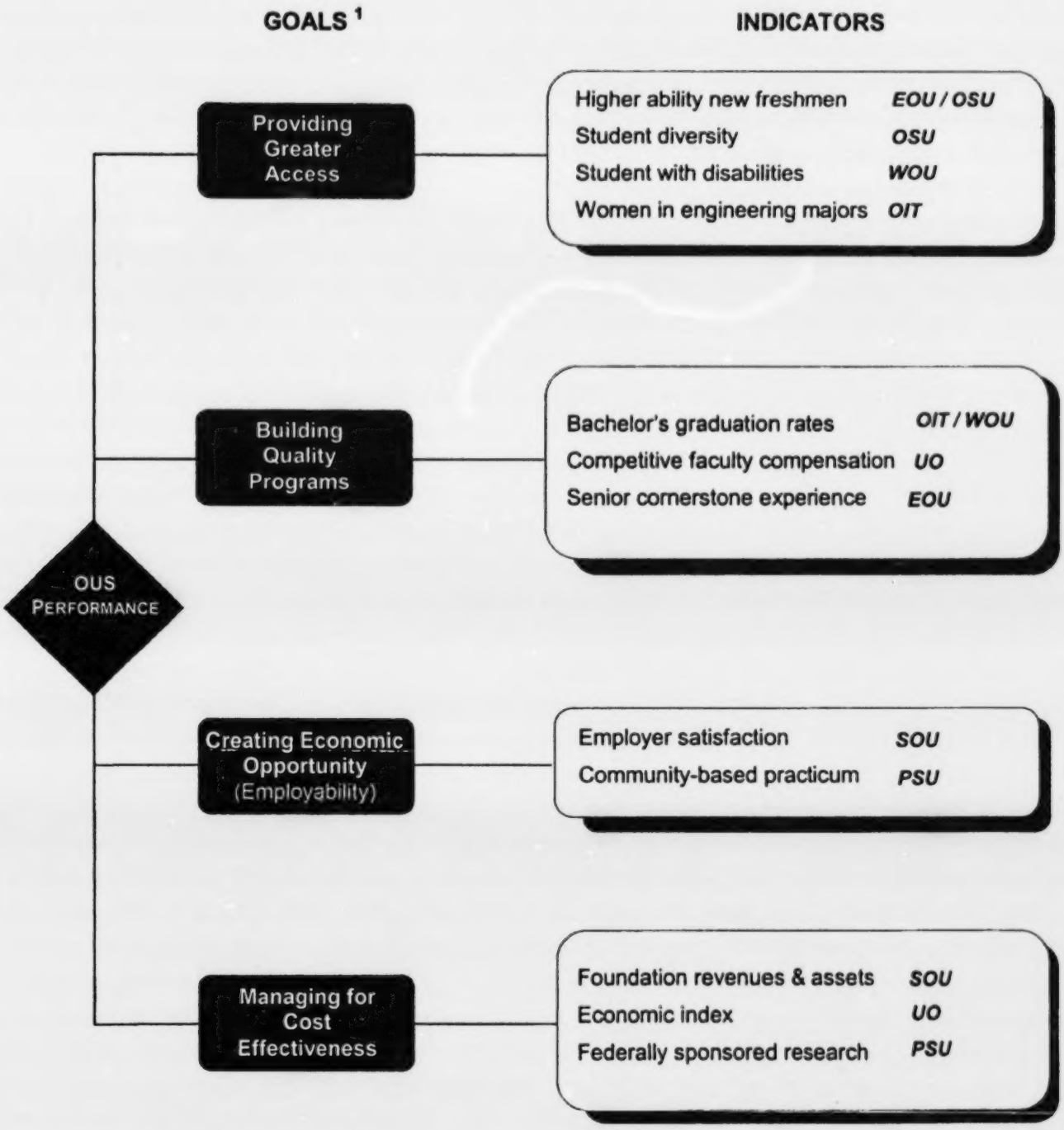
OREGON UNIVERSITY SYSTEM
KEY INDICATOR FRAMEWORK



$ Tied to incentive funding
Non-italicized text designates indicators reported annually.
1. Goals adopted by State Board of Higher Education in January 1997 and put into statute by 1997 Legislative Assembly (Senate Bill 919).

Updated 11/01/01

OREGON UNIVERSITY SYSTEM
MISSION-SPECIFIC INDICATOR FRAMEWORK



All tied to incentive funding
Non-italicized text designates indicators reported annually.
1. Goals adopted by State Board of Higher Education in January 1997 and put into statute by 1997 Legislative Assembly (Senate Bill 919).

Updated 11/01/01

SYSTEM AND INSTITUTION

PERFORMANCE REPORT CARDS

INSTITUTION PERFORMANCE REPORT CARD 2000-01
OREGON UNIVERSITY SYSTEM

Indicators	Improved		Declined		Pending	
	S	A	S	A	S	A
Freshmen Persistence			-5.2%	-6.2%		
Total Degree Production			-0.2%	-1.1%		
Degree Production in Technology Shortage Area	11.8%	10.1%				
Degree Production in Teacher Ed. Shortage Area					X	X
Recent Graduate Satisfaction (Bachelor's)	18.0%	17.0%				
Gifts, Grants and Contracts Expenditures	14.5%	13.1%				
Total Unduplicated Headcount Enrollment	3.6%					
New Student Enrollment:						
New Oregon Freshmen	5.1%					
New Oregon Transfers			-0.5%			
Six-year Bachelor's Completion Rate	4.9%					
Recent Graduate Success			-0.9%			
Foundation Net Worth	*NA*		*NA*		*NA*	
Current Fund Balance as a % of Current Fund Balance Expenditures			-7.7%			

Pending column signals those indicators that are awaiting data reporting or a policy decision
S=Movement against "sustained" target; A=Movement against "accelerated" target

NOTE: This report focuses on performance movement in relation to institution targets exclusively. The percentage movement represents proximity to the target objective. There are cases in which an institution achieved improvement but did not meet its anticipated target. For more information, please refer to this institution's full Summary Report 2000-2001.

INSTITUTION PERFORMANCE REPORT CARD 2000-01
OREGON UNIVERSITY SYSTEM BY INSTITUTION

Indicators	EOU		OIT		OSU		PSU		SOU		UO		WOU	
	S	*A*	*S*	*A*	*S*	*A*	*S*	*A*	*S*	*A*	*S*	*A*	*S*	*A*
Freshmen Persistence	1.5%	0.0%	-8.6%	-9.2%	-2.2%	-2.7%	2.5%	1.2%	5.9%	5.6%	0.0%	-0.2%	-3.4%	-4.3%
Total Degree Production	10.9%	9.8%	10.1%	9.0%	*PNDG*	*PNDG*	8.3%	7.3%	16.7%	15.6%	-4.6%	-5.5%	-30.7%	-31.5%
Degree Production in Technology Shortage Area			8.7%	6.5%	6.1%	5.3%	-13.8%	-15.7%	31.1%	25.5%			-18.2%	-20.6%
Degree Production in Teacher Ed. Shortage Area	*PNDG*	*PNDG*									*PNDG*	*PNDG*		
Recent Graduate Satisfaction (Bachelor's)	12.3%	*NA*	7.5%	*NA*	32.2%	*NA*	12.9%	11.8%	15.9%	*NA*	22.3%	*NA*	7.6%	*NA*
Gifts, Grants and Contracts Expenditures	-5.5%	-7.6%	49.0%	45.0%	8.2%	6.9%	22.8%	18.3%	33.8%	32.2%	12.8%	11.6%	42.3%	38.5%
Total Unduplicated Headcount Enrollment	13.5%		4.4%		6.0%		4.3%		-4.6%		1.9%		1.9%	
New Student Enrollment:														
New Oregon Freshmen	1.3%		-0.6%		1.1%		2.2%		2.0%		14.3%		5.8%	
New Oregon Transfers	1.4%		28.0%		-6.9%		7.4%		-22.8%		-2.1%		-2.5%	
Six-year Bachelor's Completion Rates:														
Institution Retention	27.1%		-4.5%		3.1%		15.4%		20.3%		-0.7%		3.4%	
System Retention	33.2%		-13.8%		3.7%		14.5%		16.0%		-1.1%		7.8%	
Recent Graduate Success	1.6%		-0.8%		-3.4%		-6.5%		-7.1%		-6.5%		0.1%	
Foundation Net Worth	22.7%		-5.6%		3.1%		17.4%		2.0%		4.6%		14.7%	
Current Fund Balance as a % of Current Fund Balance Expenditures	42.6%		39.0%		1.2%		77.1%		-3.7%		25.8%		31.6%	
Proportion of Average Faculty to Average Peer:														
Salary	-4.0%		-1.5%		3.3%		0.9%		2.6%		4.7%		-4.4%	
Compensation	-4.1%		0.2%		2.5%		-0.2%		1.8%		1.5%		-4.6%	

S=Movement against "sustained" target; A=Movement against "accelerated" target
Shaded cells in common, non-funded area denote percent change against the sustain target for campus mission

NOTE: This report focuses on performance movement in relation to institution targets exclusively. The percentage movement represents proximity to the target objective.

INSTITUTION PERFORMANCE REPORT CARD 2000-01
EASTERN OREGON UNIVERSITY

Indicators	Improved		Declined		Pending	
	S	A	S	A	S	A
% of High School Grads w/ 3.5+ GPA at Admission					X	X
Mean Cornerstone Experiences (Bachelor's)			-2.1%	-10.2%		
Freshmen Persistence	1.5%	0.0%				
Total Degree Production	10.9%	9.8%				
Degree Production in Teacher Ed. Shortage Area					X	X
Recent Graduate Satisfaction (Bachelor's)	12.3%					X
Gifts, Grants and Contracts Expenditures			-5.5%	-7.6%		
Total Unduplicated Headcount Enrollment	13.5%					
New Student Enrollment:						
New Oregon Freshmen	1.3%					
New Oregon Transfers	1.4%					
Six-year Bachelor's Completion Rates:						
Institution Retention	27.1%					
System Retention	33.2%					
Recent Graduate Success	1.6%					
Foundation Net Worth*	22.7%					
Current Fund Balance as a % of Current Fund Balance Expenditures	42.6%					
Proportion of Average Faculty to Average Peer:						
Salary			-4.0%			
Compensation			-4.1%			

Pending column signals those indicators that are awaiting data reporting or a policy decision
Highlighted indicators denote institution choice regarding specific campus mission
S=Movement against "sustained" target; A=Movement against "accelerated" target
**Based on unaudited financial statements*

NOTE: This report focuses on performance movement in relation to institution targets exclusively. The percentage movement represents proximity to the target objective. There are cases in which an institution achieved improvement but did not meet its anticipated target. For more information, please refer to this institution's full Summary Report 2000-2001.

INSTITUTION PERFORMANCE REPORT CARD 2000-01
OREGON INSTITUTE OF TECHNOLOGY

Indicators	Improved		Declined		Pending	
	S	A	S	A	S	A
Enrollment of Women in Engineering-related Fields						
Six-year Bachelor's Completion Rates			-4.5%	-7.4%		
Freshmen Persistence			-8.1%	-8.6%		
Total Degree Production	10.1%	9.0%				
Degree Production in Technology Shortage Area	8.7%	6.5%				
Recent Graduate Satisfaction (Bachelor's)	7.5%					X
Gifts, Grants and Contracts Expenditures	49.0%	45.0%				
Total Unduplicated Headcount Enrollment	4.4%					
New Student Enrollment:						
New Oregon Freshmen			-0.6%			
New Oregon Transfers	28.0%					
Six-year Bachelor's Completion Rates:						
Institution Retention	*see mission*					
System Retention			-13.8%			
Recent Graduate Success			-0.8%			
Foundation Net Worth*			-5.6%			
Current Fund Balance as a % of Current Fund Balance Expenditures	39.0%					
Proportion of Average Faculty to Average Peer:						
Salary			-1.5%			
Compensation	0.2%					

Pending column signals those indicators that are awaiting data reporting or a policy decision
Highlighted indicators denote institution choice regarding specific campus mission
S=Movement against "sustained" target; A=Movement against "accelerated" target
**Based on unaudited financial statements*

NOTE: This report focuses on performance movement in relation to institution targets exclusively. The percentage movement represents proximity to the target objective. There are cases in which an institution achieved improvement but did not meet its anticipated target. For more information, please refer to this institution's full Summary Report 2000-2001.

INSTITUTION PERFORMANCE REPORT CARD 2000-01
OREGON STATE UNIVERSITY

	Indicators	Improved		Declined		Pending	
		S	A	S	A	S	A
	% of Oregon HS Grads w/ 3.75+ GPA at Admission					X	X
	Enrollment Rates of Students of Color					X	X
FUNDED	Freshmen Persistence			-2.2%	-2.7%		
	Total Degree Production					X	X
	Degree Production in Technology Shortage Area	6.1%	5.3%				
	Recent Graduate Satisfaction (Bachelor's)	32.2%					X
	Gifts, Grants and Contracts Expenditures	8.2%	6.9%				
	Total Unduplicated Headcount Enrollment	6.0%					
	New Student Enrollment:						
	New Oregon Freshmen	1.1%					
	New Oregon Transfers			-6.9%			
	Six-year Bachelor's Completion Rates:						
	Institution Retention	3.1%					
NON-FUNDED	*System Retention*	3.7%					
	Recent Graduate Success			-3.4%			
	Foundation Net Worth	3.1%					
	Current Fund Balance as a % of Current Fund Balance Expenditures	1.2%					
	Proportion of Average Faculty to Average Peer:						
	Salary	3.3%					
	Compensation	2.5%					

Pending column signals those indicators that are awaiting data reporting or a policy decision
Highlighted indicators denote institution choice regarding specific campus mission
S=Movement against "sustained" target; A=Movement against "accelerated" target

NOTE: This report focuses on performance movement in relation to institution targets exclusively. The percentage movement represents proximity to the target objective. There are cases in which an institution achieved improvement but did not meet its anticipated target. For more information, please refer to this institution's full Summary Report 2000-2001.

INSTITUTION PERFORMANCE REPORT CARD 2000-01
PORTLAND STATE UNIVERSITY

Indicators	Improved		Declined		Pending	
	S	A	S	A	S	A
Federally Sponsored Research Expenditures	26.4%	41.8%				
Community-based Internship Completion Rate	14.9%	14.0%				
Freshmen Persistence	2.5%	1.2%				
Total Degree Production	8.3%	7.3%				
Degree Production in Technology Shortage Area			-13.8%	-15.7%		
Recent Graduate Satisfaction (Bachelor's)	12.9%	11.8%				
Gifts, Grants and Contracts Expenditures	22.8%	18.3%				
Total Unduplicated Headcount Enrollment	4.3%					
New Student Enrollment:						
New Oregon Freshmen	2.2%					
New Oregon Transfers	7.4%					
Six-year Bachelor's Completion Rates:						
Institution Retention	15.4%					
System Retention	14.5%					
Recent Graduate Success			-6.5%			
Foundation Net Worth	17.4%					
Current Fund Balance as a % of Current Fund Balance Expenditures	77.1%					
Proportion of Average Faculty to Average Peer:						
Salary	0.9%					
Compensation			-0.2%			

Pending column signals those indicators that are awaiting data reporting or a policy decision
Highlighted indicators denote institution choice regarding specific campus mission
S=Movement against "sustained" target; A=Movement against "accelerated" target

NOTE: This report focuses on performance movement in relation to institution targets exclusively. The percentage movement represents proximity to the target objective. There are cases in which an institution achieved improvement but did not meet its anticipated target. For more information, please refer to this institution's full Summary Report 2000-2001.

INSTITUTION PERFORMANCE REPORT CARD 2000-01
SOUTHERN OREGON UNIVERSITY

Indicators	Improved		Declined		Pending	
	S	A	S	A	S	A
Total Foundation Revenues and Net Assets	2.0%					X
Employer Satisfaction (Bachelor's Grads)					X	X
Freshmen Persistence	5.9%	5.6%				
Total Degree Production	16.7%	15.6%				
Degree Production in Technology Shortage Area	31.1%	25.5%				
Recent Graduate Satisfaction (Bachelor's)	15.9%					X
Gifts, Grants and Contracts Expenditures	33.8%	32.2%				
Total Unduplicated Headcount Enrollment			-4.6%			
New Student Enrollment:						
New Oregon Freshmen	2.0%					
New Oregon Transfers			-22.8%			
Six-year Bachelor's Completion Rates:						
Institution Retention	20.3%					
System Retention	16.0%					
Recent Graduate Success			-7.1%			
Foundation Net Worth	*see mission*					
Current Fund Balance as a % of Current Fund Balance Expenditures			-3.7%			
Proportion of Average Faculty to Average Peer:						
Salary	2.6%					
Compensation	1.8%					

Pending column signals those indicators that are awaiting data reporting or a policy decision
Highlighted indicators denote institution choice regarding specific campus mission
S=Movement against "sustained" target; A=Movement against "accelerated" target
^ The same figure was used for both the sustain and accelerate target; accelerate movement is N/A

NOTE: This report focuses on performance movement in relation to institution targets exclusively. The percentage movement represents proximity to the target objective. There are cases in which an institution achieved improvement but did not meet its anticipated target. For more information, please refer to this institution's full Summary Report 2000-2001.

INSTITUTION PERFORMANCE REPORT CARD 2000-01
UNIVERSITY OF OREGON

	Indicators	Improved		Declined		Pending	
		S	A	S	A	S	A
FUNDED	Average Faculty Compensation to Peer Average			-1.5%	-2.1%		
FUNDED	Research and Economic Development Index	90.5%	81.1%				
FUNDED	Freshmen Persistence	0.0%			-0.2%		
FUNDED	Total Degree Production			-4.6%	-5.5%		
FUNDED	Degree Production in Teacher Ed. Shortage Area					X	X
FUNDED	Recent Graduate Satisfaction (Bachelor's)	22.3%					X
FUNDED	Gifts, Grants and Contracts Expenditures	12.8%	11.6%				
NON-FUNDED	Total Unduplicated Headcount Enrollment	1.9%					
NON-FUNDED	New Student Enrollment:						
NON-FUNDED	*New Oregon Freshmen*	14.3%					
NON-FUNDED	*New Oregon Transfers*			-2.1%			
NON-FUNDED	Six-year Bachelor's Completion Rates:						
NON-FUNDED	*Institution Retention*			-0.7%			
NON-FUNDED	*System Retention*			-1.1%			
NON-FUNDED	Recent Graduate Success			-6.5%			
NON-FUNDED	Foundation Net Worth*	4.6%					
NON-FUNDED	Current Fund Balance as a % of Current Fund Balance Expenditures	25.8%					
NON-FUNDED	Proportion of Average Faculty to Average Peer:						
NON-FUNDED	*Salary*	4.7%					
NON-FUNDED	*Compensation*	*see mission*					

Pending column signals those indicators that are awaiting data reporting or a policy decision
Highlighted indicators denote institution choice regarding specific campus mission
S=Movement against "sustained" target; A=Movement against "accelerated" target
**Based on unaudited financial statements*

NOTE: This report focuses on performance movement in relation to institution targets exclusively. The percentage movement represents proximity to the target objective. There are cases in which an institution achieved improvement but did not meet its anticipated target. For more information, please refer to this institution's full Summary Report 2000-2001.

INSTITUTION PERFORMANCE REPORT CARD 2000-01
WESTERN OREGON UNIVERSITY

Indicators	Improved		Declined		Pending	
	S	A	S	A	S	A
Six-year Bachelor's Completion Rate	3.4%					X
Enrollment of Students with Disabilities					X	X
Freshmen Persistence			-3.4%	-4.3%		
Total Degree Production			-30.7%	-31.5%		
Degree Production in Technology Shortage Area			-18.2%	-20.6%		
Recent Graduate Satisfaction (Bachelor's)	7.6%					X
Gifts, Grants and Contracts Expenditures	42.3%	38.5%				
Total Unduplicated Headcount Enrollment	1.9%					
New Student Enrollment:						
New Oregon Freshmen	5.8%					
New Oregon Transfers			-2.5%			
Six-year Bachelor's Completion Rates:						
Institution Retention	*see mission*					
System Retention	7.8%					
Recent Graduate Success	0.1%					
Foundation Net Worth*	14.7%					
Current Fund Balance as a % of Current Fund Balance Expenditures	31.6%					
Proportion of Average Faculty to Average Peer:						
Salary			-4.4%			
Compensation			-4.6%			

Pending column signals those indicators that are awaiting data reporting or a policy decision
Highlighted indicators denote institution choice regarding specific campus mission
S=Movement against "sustained" target; A=Movement against "accelerated" target
**Based on unaudited financial statements*

NOTE: This report focuses on performance movement in relation to institution targets exclusively. The percentage movement represents proximity to the target objective. There are cases in which an institution achieved improvement but did not meet its anticipated target. For more information, please refer to this institution's full Summary Report 2000-2001.

SYSTEM AND INSTITUTION

SUMMARY PERFORMANCE REPORTS

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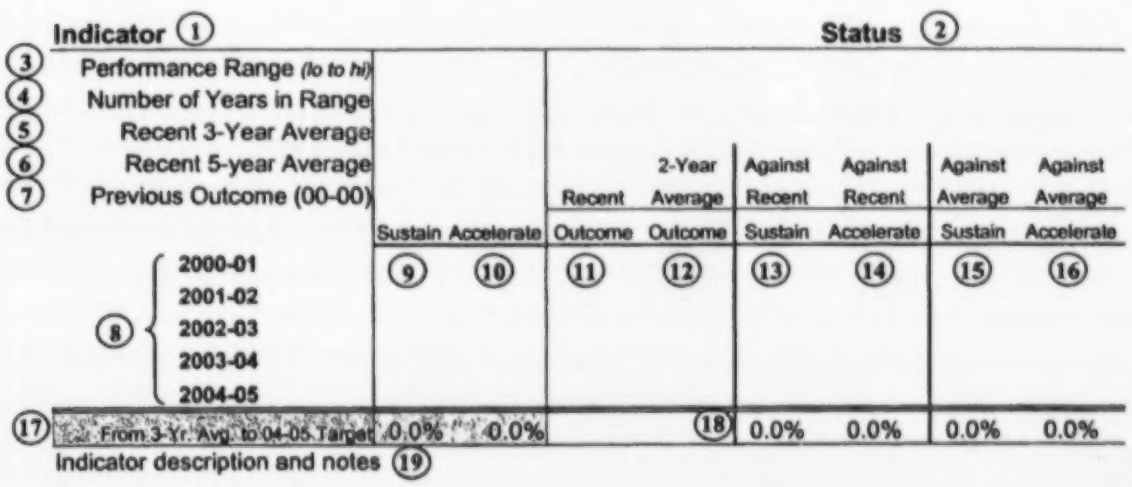
HOW TO NAVIGATE THE SUMMARY PERFORMANCE REPORTS



Indicator Information

1. Indicator Name
2. Indicator Status
   - Common or Mission – Either shared by all campuses or specific to campus mission
   - Funded or Non-funded – Selected to be tied to incentive funding

Historical Performance

3. Performance Range – High and low performance in a given range of years or data points
4. Number of Years in Range – Number of years or data points available in baseline data
5. Recent 3-year Average – Represents base from which targets were set and excludes recent outcome; a one-time artifact used to readjust targets from previous reports
6. Recent 5-year Average – Represents most recent performance including the *Recent Outcome*
7. Previous Outcome – Represents most recent performance just prior to the *Recent Outcome*

Time Period

8. Report and Target Year – Fall/academic/fiscal year for which targets were set and performance reported

Targets

9. Sustain – Linear improvement expected based on institution's historical performance by annual increment
10. Accelerate – Linear improvement beyond expected (sustain) projections

Outcomes

11. Recent Outcome – Performance that occurs or is complete in the given *Report and Target Year*
12. 2-year Average Outcome – Represents the average of the *Previous Outcome* and the *Recent Outcome*

Performance Measurement

13. Against Recent Sustain – Measures *Recent Outcome* against the *Sustain target*
14. Against Recent Accelerate – Measures *Recent Outcome* against the *Accelerate target*
15. Against Average Sustain - Measures *2-year Average Outcome* against the *Sustain target*
16. Against Average Accelerate - Measures *2-year Average Outcome* against the *Accelerate target*
17. From 3-Year Average to 04-05 target – Measures *Recent 3-year Average* against the *2004-05 targets*
18. Cumulative movement – Sum of movement occurring across all *Report and Target Year(s)*

Indicator Description

19. Indicator Description and Notes

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Institution Summary Performance Report 2000-01

OREGON UNIVERSITY SYSTEM

Freshmen Persistence — Common Funded

Performance Range *(lo to hi)*	73.6%	79.1%
Number of Years in Range	12	
Recent 3-Year Average	77.8%	
Recent 5-year Average	76.6%	
Previous Outcome (98-99)	79.1%	

	Sustain	Accelerate	Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01	78.8%	79.6%	74.7%	76.9%	-5.2%	-6.2%	-2.4%	-3.4%
2001-02	79.6%	81.2%						
2002-03	80.4%	82.8%						
2003-04	81.2%	84.4%						
2004-05	82.0%	86.0%						
From 3-Yr. Avg. to 04-05 Target	5.4%	10.5%			-5.2%	-6.2%	-2.4%	-3.4%

Fall term freshman cohort drawn from the fourth week fall file. Includes full-time freshmen entering with 11 hours or less in college-level transfer credits. Cohort is tracked fall-to-fall (fourth week) for one year. "Recent outcome" reflects those freshmen entering fall 1999 and continuing fall 2000.

Total Degree Production — Common Funded

Performance Range *(lo to hi)*	11,191	13,592
Number of Years in Range	12	
Recent 3-Year Average	13,039	
Recent 5-year Average	12,931	
Previous Outcome (99-00)	13,592	

	Sustain	Accelerate	Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01	13,170	13,300	13,149	13,371	-0.2%	-1.1%	1.5%	0.5%
2001-02	13,301	13,561						
2002-03	13,432	13,822						
2003-04	13,563	14,083						
2004-05	13,695	14,345						
From 3-Yr. Avg. to 04-05 Target	5.0%	10.0%			-0.2%	-1.1%	1.5%	0.5%

Bachelor's, master's, doctoral, and first professional degrees awarded annually. Degrees counted for an academic year (summer through spring), which approximates the fiscal year. Students earning a single degree with more than one major are counted once. Excludes associate's degrees and certificates.

Degrees in High-Technology Shortage Areas — Common Funded

Performance Range *(lo to hi)*	1,039	1,130
Number of Years in Range	5	
Recent 3-Year Average	1,099	
Recent 5-year Average	1,100	
Previous Outcome (99-00)	1,130	

	Sustain	Accelerate	Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01	1,039	1,055	1,162	1,146	11.8%	10.1%	10.3%	8.6%
2001-02	1,053	1,085						
2002-03	1,068	1,116						
2003-04	1,082	1,146						
2004-05	1,097	1,177						
From 3-Yr. Avg. to 04-05 Target	-0.2%	7.1%			11.8%	10.1%	10.3%	8.6%

Bachelor's, master's, and doctoral degrees awarded in selected fields by CIP (Classification of Instructional Program) code. High technology fields include engineering (14), engineering-related technologies (15), and computer and information sciences (11). Degrees counted for an academic year (summer through spring), which approximates the fiscal year.

Institution Summary Performance Report 2000-01
OREGON UNIVERSITY SYSTEM

Degrees in Designated Teacher Education Shortage Areas — Common Funded

Performance Range *(lo to hi)*	484	1,183						
Number of Years in Range	5							
Recent 3-Year Average	1,049							
Recent 5-year Average				2-Year Average	Against Recent	Against Recent	Against Average	Against Average
Previous Outcome (99-00)	1,183							
	Sustain	Accelerate	Outcome	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	1,079	1,088	TBD	TBD				
2001-02	1,109	1,127						
2002-03	1,140	1,167						
2003-04	1,170	1,206						
2004-05	1,200	1,245						
From 3-Yr. Avg. to 04-05 Target	14.4%	18.7%						

Bachelor's, master's, and doctoral degrees awarded in selected fields by CIP (Classification of Instructional Program) code. Institutions select an education shortage area(s) from the following: special education, mathematics, science, shcool counselor, ESL/bilingual education, K-12 administration, Spanish, and library science. Degrees counted for an academic year (summer through spring), which approximates the fiscal year.

Recent Graduate Satisfaction (Bachelor's recipients) — Common Funded

Performance Range *(lo to hi)*	62.1%	72.0%						
Number of Years in Range	2							
Recent 2-Year Average	67.1%							
Recent 5-year Average	*NA*			2-Year Average	Against Recent	Against Recent	Against Average	Against Average
Previous Outcome (98-99)	*NA*							
	Sustain	Accelerate	Outcome	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	67.8%	68.4%	80.0%	*NA*	18.0%	*NA*	*NA*	*NA*
2001-02	68.5%	69.8%						
2002-03	69.1%	71.1%						
2003-04	69.8%	72.5%						
2004-05	70.5%	73.8%						
From 2-Yr. Avg. to 04-05 Target	5.1%	10.0%			18.0%	0.0%	0.0%	0.0%

Students awarded degrees in any term of a given academic year (summer through spring) are surveyed 6 to 12 months following graduation. Targets are set for combined response rates for those interviewed who rate their education experience as a "4" or "5" on a five-point scale, where 1 is "poor" and 5 is "excellent."

Gifts, Grants, and Contracts Expenditures — Common Funded

Performance Range *(lo to hi)*	$131.6	$192.0	*Dollars in millions*					
Number of Years in Range	9							
Recent 3-Year Average	$190.0							
Recent 5-year Average	$193.0			2-Year Average	Against Recent	Against Recent	Against Average	Against Average
Previous Outcome (99-00)	$203.1							
	Sustain	Accelerate	Outcome	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	$193.6	$196.0	$221.7	$197.5	14.5%	13.1%	2.0%	0.8%
2001-02	$197.2	$202.0						
2002-03	$200.8	$208.0						
2003-04	$204.4	$214.0						
2004-05	$208.0	$220.0						
From 3-Yr. Avg. to 04-05 Target	9.5%	15.8%			14.5%	13.1%	2.0%	0.8%

Restricted funds expenditures. Excludes student aid. Includes sponsored research, teaching/training grants, student services, library grants, and similar support.

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Institution Summary Performance Report 2000-01
OREGON UNIVERSITY SYSTEM

Common, Non-Funded Indicators		99-00	00-01	% Change
Total Unduplicated Headcount Enrollment	AY	98,373	101,920	3.6%
New Student Enrollment:				
New Oregon Freshmen	Fall	7,010	7,368	5.1%
New Oregon Transfer Students	Fall	4,577	4,556	-0.5%
New Non-Oregon Freshmen	Fall	1,980	1,843	-6.9%
New Non-Oregon Transfer Students	Fall	1,265	1,465	15.8%
Six-Year Bachelor's Completion Rate:	AY	53.0%	55.6%	4.9%
Recent Bachelor's Graduate Success*	AY	94.1%	93.3%	-0.9%
Foundation Net Worth	FY	*NA*	*NA*	*NA*
Current Fund Balance as a % of Current Fund Balance Expenditures	FY	68.6%	63.4%	-7.7%

* Data in *99-00* column actually reflects response rates collected from the 1996-97 Bachelor's Completer Survey.

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Institution Summary Performance Report 2000-01
EASTERN OREGON UNIVERSITY

Freshmen Persistence — Common Funded

Performance Range *(lo to hi)*	51.0%	66.0%						
Number of Years in Range	12							
Recent 3-Year Average	64.0%							
Recent 5-year Average	64.1%							
Previous Outcome (98-99)	66.0%							
	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01	64.6%	65.6%	65.6%	65.8%	1.5%	0.0%	1.9%	0.3%
2001-02	65.2%	67.2%						
2002-03	65.8%	68.8%						
2003-04	66.4%	70.4%						
2004-05	67.0%	72.0%						
From 3-Yr. Avg. to 04-05 Target	4.7%	12.5%			1.5%	0.0%	1.9%	0.3%

Fall term freshman cohort drawn from the fourth week fall file. Includes full-time freshmen entering with 11 hours or less in college-level transfer credits. Cohort is tracked fall-to-fall (fourth week) for one year. "Recent outcome" reflects those freshmen entering fall 1999 and continuing fall 2000.

Total Degree Production — Common Funded

Performance Range *(lo to hi)*	278	429						
Number of Years in Range	12							
Recent 3-Year Average	400							
Recent 5-year Average	399							
Previous Outcome (99-00)	429							
	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01	404	408	448	439	10.9%	9.8%	8.5%	7.5%
2001-02	408	416						
2002-03	412	424						
2003-04	416	432						
2004-05	420	440						
From 3-Yr. Avg. to 04-05 Target	5.0%	10.0%			10.9%	9.8%	8.5%	7.5%

Bachelor's, master's, doctoral, and first professional degrees awarded annually. Degrees counted for an academic year (summer through spring), which approximates the fiscal year. Students earning a single degree with more than one major are counted once. Excludes associate's degrees and certificates.

Degrees in High-Technology Shortage Areas — Common Funded

Performance Range *(lo to hi)*								
Number of Years in Range	*Programs in high technology not available at this institution*							
Recent 3-Year Average								
Recent 5-year Average								
Previous Outcome								
	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01								
2001-02								
2002-03								
2003-04								
2004-05								
From 3-Yr. Avg. to 04-05 Target								

Bachelor's, master's, and doctoral degrees awarded in selected fields by CIP (Classification of Instructional Program) code. High technology fields include engineering (14), engineering-related technologies (15), and computer and information sciences (11). Degrees counted for an academic year (summer through spring), which approximates the fiscal year.

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Institution Summary Performance Report 2000-01
EASTERN OREGON UNIVERSITY

Degrees in Designated Teacher Ed. Shortage Areas — Common Funded

Performance Range *(lo to hi)*	2	4	*Areas: special education, math, science, and bilingual/ESOL*					
Number of Years in Range	3							
Recent 3-Year Average	2.7							
Recent 5-year Average	1.4							
Previous Outcome (99-00)	0		Recent	2-Year Average	Against Recent	Against Recent	Against Average	Against Average
	Sustain	Accelerate	Outcome	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	9	12	TBD	TBD				
2001-02	12	18						
2002-03	14	24						
2003-04	17	30						
2004-05	20	36						
From 3-Yr. Avg. to 04-05 Target	649.1%	1248.3%						

Bachelor's, master's, and doctoral degrees awarded in selected fields by CIP (Classification of Instructional Program) code. Institutions select an education shortage area(s) from the following: special education, mathematics, science, shcool counselor, ESL/bilingual education, K-12 administration, Spanish, and library science. Degrees counted for an academic year (summer through spring), which approximates the fiscal year.

Recent Graduate Satisfaction (Bachelor's recipients) — Common Funded

Performance Range *(lo to hi)*	70.8%	74.0%						
Number of Years in Range	2							
Recent 2-Year Average	72.4%							
Recent 5-year Average	*NA*							
Previous Outcome (98-99)	*NA*		Recent	2-Year Average	Against Recent	Against Recent	Against Average	Against Average
	Sustain	Accelerate	Outcome	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	75.0%	75.0%	84.2%	*NA*	12.3%	*NA*	*NA*	*NA*
2001-02	75.9%	76.9%						
2002-03	76.9%	78.8%						
2003-04	77.8%	80.6%						
2004-05	78.8%	82.5%						
From 2-Yr. Avg. to 04-05 Target	8.8%	14.0%			12.3%	0.0%		

Students awarded degrees in any term of a given academic year (summer through spring) are surveyed 6 to 12 months following graduation. Targets are set for combined response rates for those interviewed who rate their education experience as a "4" or "5" on a five-point scale, where 1 is "poor" and 5 is "excellent."

Gifts, Grants, and Contracts Expenditures — Common Funded

Performance Range *(lo to hi)*	$1.82	$2.47	*Dollars in millions*					
Number of Years in Range	9							
Recent 3-Year Average	$2.26							
Recent 5-year Average	$2.15							
Previous Outcome (99-00)	$1.82		Recent	2-Year Average	Against Recent	Against Recent	Against Average	Against Average
	Sustain	Accelerate	Outcome	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	$2.27	$2.33	$ 2.15	$ 1.98	-5.5%	-7.6%	-12.8%	-14.7%
2001-02	$2.30	$2.39						
2002-03	$2.32	$2.46						
2003-04	$2.34	$2.53						
2004-05	$2.37	$2.60						
From 3-Yr. Avg. to 04-05 Target	4.7%	15.0%			-5.5%	-7.6%	-12.8%	-14.7%

Restricted funds expenditures. Excludes student aid. Includes sponsored research, teaching/training grants, student services, library grants, and similar support.

Institution Summary Performance Report 2000-01
EASTERN OREGON UNIVERSITY

% of High School Graduates w/ 3.5+ GPA at Admission							Mission Funded	
Performance Range *(lo to hi)*	35.5%	45.1%						
Number of Years in Range	6							
Recent 3-Year Average	39.8%							
Recent 5-year Average	41.6%							
Previous Outcome (99-00)	40.3%		Recent	2-Year Average	Against Recent	Against Recent	Against Average	Against Average
	Sustain	Accelerate	Outcome	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	*NA*	NA	*Performance occurred before targets set*					
2001-02	36.0%	36.5%						
2002-03	36.5%	37.5%						
2003-04	37.0%	38.5%						
2004-05	37.5%	39.5%						
From 3-Yr. Avg. to 04-05 Target	-5.8%	-0.8%						

Proportion of first-time resident and non-resident freshmen entering fall term with a high school GPA of 3.5 or higher.

Mean Cornerstone Experiences (Bachelor's Recipients)							Mission Funded	
Performance Range *(lo to hi)*	*New program*							
Number of Years in Range	2.20							
Recent 3-Year Average	*NA*							
Recent 5-year Average	*NA*							
Previous Outcome (99-00)	2.20		Recent	2-Year Average	Against Recent	Against Recent	Against Average	Against Average
	Sustain	Accelerate	Outcome	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	2.43	2.65	2.38	*NA*	-2.1%	-10.2%	*NA*	*NA*
2001-02	2.65	2.99						
2002-03	2.88	3.24						
2003-04	3.10	3.43						
2004-05	3.33	3.57						
From 3-Yr. Avg. to 04-05 Target	*NA*	*NA*			-2.1%	-10.2%		

Average number out of the four possible cornerstone experiences that are completed bygraduates with a BA or BS. AY 1999-2000 was first year of program.

Institution Summary Performance Report 2000-01
EASTERN OREGON UNIVERSITY

Common, Non-Funded		99-00	00-01	% Change
Total Unduplicated Headcount Enrollment	AY	4,435	5,033	13.5%
New Student Enrollment:				
New Oregon Freshmen	Fall	233	236	1.3%
New Oregon Transfer Students	Fall	210	213	1.4%
New Non-Oregon Freshmen	Fall	148	125	-15.5%
New Non-Oregon Transfer Students	Fall	124	170	37.1%
Six-Year Bachelor's Completion Rate:				
Excludes OUS transfers	AY	22.1%	28.1%	27.1%
Includes OUS transfers	AY	31.9%	42.5%	33.2%
Recent Bachelor's Graduate Success*	AY	96.7%	98.2%	1.6%
Foundation Net Worth^ *(dollars in millions)*	FY	$1.48	$1.82	22.7%
Current Fund Balance as a % of Current Fund Balance Expenditures	FY	10.4%	14.8%	42.6%
Proportion of Average Faculty to Average Peer in:				
Salary	FY	85.0%	81.6%	-4.0%
Compensation	FY	90.9%	87.2%	-4.1%

* Data in *99-00* column reflects response rates collected from the 1996-97 Bachelor's Completer Survey.

^ 2000-01 figures based on unaudited financial statements.

Institution Summary Performance Report 2000-01
OREGON INSTITUTE OF TECHNOLOGY

Freshmen Persistence — Common Funded

Performance Range *(lo to hi)*	52.0%	69.0%						
Number of Years in Range	12							
Recent 3-Year Average	69.0%							
Recent 5-year Average	67.0%							
Previous Outcome (98-99)	69.0%		Recent	2-Year Average	Against Recent	Against Recent	Against Average	Against Average
	Sustain	Accelerate	Outcome	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	69.0%	69.4%	63.4%	66.2%	-8.1%	-8.6%	-4.1%	-4.6%
2001-02	69.5%	70.3%						
2002-03	70.0%	71.2%						
2003-04	70.5%	72.1%						
2004-05	71.0%	73.0%						
From 3-Yr. Avg. to 04-05 Target	2.9%	6.8%			-8.1%	-8.6%	-4.1%	-4.6%

Fall term freshman cohort drawn from the fourth week fall file. Includes full-time freshmen entering with 11 hours or less in college-level transfer credits. Cohort is tracked fall-to-fall (fourth week) for one year. "Recent outcome" reflects those freshmen entering fall 1999 and continuing fall 2000.

Total Degree Production — Common Funded

Performance Range *(lo to hi)*	250	389						
Number of Years in Range	12							
Recent 3-Year Average	295							
Recent 5-year Average	296							
Previous Outcome (99-00)	330		Recent	2-Year Average	Against Recent	Against Recent	Against Average	Against Average
	Sustain	Accelerate	Outcome	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	298	301	328	329	10.1%	9.0%	10.4%	9.3%
2001-02	301	307						
2002-03	304	313						
2003-04	307	319						
2004-05	310	325						
From 3-Yr. Avg. to 04-05 Target	5.1%	10.2%			10.1%	9.0%	10.4%	9.3%

Bachelor's, master's, doctoral, and first professional degrees awarded annually. Degrees counted for an academic year (summer through spring), which approximates the fiscal year. Students earning a single degree with more than one major are counted once. Excludes associate's degrees and certificates.

Degrees in High-Technology Shortage Areas — Common Funded

Performance Range *(lo to hi)*	144	235						
Number of Years in Range	5							
Recent 3-Year Average	147							
Recent 5-year Average	151							
Previous Outcome (99-00)	139		Recent	2-Year Average	Against Recent	Against Recent	Against Average	Against Average
	Sustain	Accelerate	Outcome	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	150	153	163	151	8.7%	6.5%	0.7%	-1.3%
2001-02	153	159						
2002-03	156	165						
2003-04	159	171						
2004-05	162	177						
From 3-Yr. Avg. to 04-05 Target	10.2%	20.4%			8.7%	6.5%	0.7%	-1.3%

Bachelor's, master's, and doctoral degrees awarded in selected fields by CIP (Classification of Instructional Program) code. High technology fields include engineering (14), engineering-related technologies (15), and computer and information sciences (11). Degrees counted for an academic year (summer through spring), which approximates the fiscal year.

Institution Summary Performance Report 2000-01
OREGON INSTITUTE OF TECHNOLOGY

Degrees in Designated Teacher Ed. Shortage Areas — Common Funded

Area not chosen by institution

	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
Performance Range *(lo to hi)*								
Number of Years in Range								
Recent 3-Year Average								
Recent 5-year Average								
Previous Outcome								
2000-01								
2001-02								
2002-03								
2003-04								
2004-05								
From 3-Yr. Avg. to 04-05 Target								

Bachelor's, master's, and doctoral degrees awarded in selected fields by CIP (Classification of Instructional Program) code. Institutions select an education shortage area(s) from the following: special education, mathematics, science, shcool counselor, ESL/bilingual education, K-12 administration, Spanish, and library science. Degrees counted for an academic year (summer through spring), which approximates the fiscal year.

Recent Graduate Satisfaction (Bachelor's recipients) — Common Funded

	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
Performance Range *(lo to hi)*	83.6%	83.6%						
Number of Years in Range	1							
Recent 2-Year Average	*NA*							
Recent 5-year Average	*NA*							
Previous Outcome (98-99)	*NA*							
2000-01	84.0%	84.0%	90.3%	*NA*	7.5%	*NA*	*NA*	*NA*
2001-02	84.7%	85.5%						
2002-03	85.5%	86.9%						
2003-04	86.2%	88.4%						
2004-05	86.9%	89.9%						
From 2-Yr. Avg. to 04-05 Target	*NA*	*NA*			7.5%	0.0%		

Students awarded degrees in any term of a given academic year (summer through spring) are surveyed 6 to 12 months following graduation. Targets are set for combined response rates for those interviewed who rate their education experience as a "4" or "5" on a five-point scale, where 1 is "poor" and 5 is "excellent."

Gifts, Grants, and Contracts Expenditures — Common Funded

Dollars in millions

	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
Performance Range *(lo to hi)*	$0.67	$2.20						
Number of Years in Range	9							
Recent 3-Year Average	$1.62							
Recent 5-year Average	$1.67							
Previous Outcome (99-00)	$2.19							
2000-01	$1.74	$1.79	$ 2.60	$ 2.40	49.0%	45.0%	37.4%	33.7%
2001-02	$1.88	$1.96						
2002-03	$2.02	$2.14						
2003-04	$2.16	$2.32						
2004-05	$2.30	$2.50						
From 3-Yr. Avg. to 04-05 Target	42.4%	54.7%			49.0%	45.0%	37.4%	33.7%

Restricted funds expenditures. Excludes student aid. Includes sponsored research, teaching/training grants, student services, library grants, and similar support.

Institution Summary Performance Report 2000-01
OREGON INSTITUTE OF TECHNOLOGY

Enrollment of Women in Engineering-Related Fields — Mission Funded

Performance Range *(lo to hi)*	0	0						
Number of Years in Range	3							
Recent 3-Year Average	113							
Recent 5-year Average	*NA*							
Previous Outcome (99-00)	122							
	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01			*Performance occurred before targets set*					
2001-02	118.0	124.0	129.0	125.5	9.3%	4.0%	6.4%	1.2%
2002-03	124.0	130.0						
2003-04	130.0	136.0						
2004-05	135.0	141.0						
From 3-Yr. Avg. to 04-05 Target	19.5%	24.8%			9.3%	4.0%	6.4%	1.2%

Number of women enrolled in engineering and engineering-related degree programs, including information technology, as indicated by fall term enrollments.

Six-Year Bachelor's Completion Rate — Mission Funded

Performance Range *(lo to hi)*	19.5%	32.2%						
Number of Years in Range	7							
Recent 3-Year Average	28.1%							
Recent 5-year Average	28.9%							
Previous Outcome (99-00)	32.2%							
	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01	33.0%	34.0%	31.5%	32%	-4.5%	-7.4%	-3.3%	-6.2%
2001-02	34.0%	35.0%						
2002-03	35.0%	36.0%						
2003-04	36.0%	37.0%						
2004-05	37.0%	38.0%						
From 3-Yr. Avg. to 04-05 Target	31.7%	35.2%			-4.5%	-7.4%	-3.3%	-6.2%

Fall term freshmen cohort drawn from the fall fourth week file. Includes regular and extended enrollment. Includes only full-time freshmen entering with fewer than 12 hours of transfer credit. Cohort is tracked fall to fall for six years. Degrees counted for an academic year follow the IPEDS Graduation Rate Survey definition.

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Institution Summary Performance Report 2000-01
OREGON INSTITUTE OF TECHNOLOGY

Common, Non-Funded		99-00	00-01	% Change
Total Unduplicated Headcount Enrollment	AY	3,554	3,711	4.4%
New Student Enrollment:				
New Oregon Freshmen	Fall	313	311	-0.6%
New Oregon Transfer Students	Fall	161	206	28.0%
New Non-Oregon Freshmen	Fall	42	44	4.8%
New Non-Oregon Transfer Students	Fall	60	68	13.3%
Six-Year Bachelor's Completion Rate:				
Excludes OUS transfers	AY	See Mission-Specific Indicator		
Includes OUS transfers	AY	42.9%	37.0%	-13.8%
Recent Bachelor's Graduate Success*	AY	98.2%	97.4%	-0.8%
Foundation Net Worth^ *(dollars in millions)*	FY	$13.87	$13.09	-5.6%
Current Fund Balance as a % of Current Fund Balance Expenditures	FY	8.5%	11.8%	39.0%
Proportion of Average Faculty to Average Peer in:				
Salary	FY	95.0%	93.6%	-1.5%
Compensation	FY	99.3%	99.5%	0.2%

* Data in 99-00 column reflects response rates collected from the 1996-97 Bachelor's Completer Survey.

^ 2000-01 figures based on unaudited financial statements.

Institution Summary Performance Report 2000-01
OREGON STATE UNIVERSITY

Freshmen Persistence — Common Funded

Performance Range *(lo to hi)*	75.0%	82.0%						
Number of Years in Range	12							
Recent 3-Year Average	80.0%							
Recent 5-year Average	78.6%							
Previous Outcome (98-99)	80.0%							
	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01	80.4%	80.8%	78.6%	79.3%	-2.2%	-2.7%	-1.4%	-1.9%
2001-02	80.8%	81.6%						
2002-03	81.2%	82.4%						
2003-04	81.6%	83.2%						
2004-05	82.0%	84.0%						
From 3-Yr. Avg. to 04-05 Target	2.5%	5.0%			-2.2%	-2.7%	-1.4%	-1.9%

Fall term freshman cohort drawn from the fourth week fall file. Includes full-time freshmen entering with 11 hours or less in college-level transfer credits. Cohort is tracked fall-to-fall (fourth week) for one year. "Recent outcome" reflects those fresh

Total Degree Production — Common Funded

Performance Range *(lo to hi)*	3,151	3,889						
Number of Years in Range	12							
Recent 3-Year Average	3,295							
Recent 5-year Average	3,268							
Previous Outcome (99-00)	3,386							
	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01*	3,326	3,361	*NA*	*NA*				
2001-02	3,357	3,427						
2002-03	3,388	3,493						
2003-04	3,419	3,559						
2004-05	3,450	3,625						
From 3-Yr. Avg. to 04-05 Target	4.7%	10.0%						

*Bachelor's, master's, doctoral, and first professional degrees awarded annually. Degrees counted for an academic year (summer through spring), which approximates the fiscal year. Students earning a single degree with more than one major are counted once. * 2000-01 outcome pending resolution of data discrepency between OUS and OSU.*

Degrees in High-Technology Shortage Areas — Common Funded

Performance Range *(lo to hi)*	509	551						
Number of Years in Range	5							
Recent 3-Year Average	540							
Recent 5-year Average	541							
Previous Outcome (99-00)	551							
	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01	543	547	576	564	6.1%	5.3%	3.8%	3.0%
2001-02	546	553						
2002-03	548	560						
2003-04	551	566						
2004-05	554	573						
From 3-Yr. Avg. to 04-05 Target	2.6%	6.1%			6.1%	5.3%	3.8%	3.0%

Bachelor's, master's, and doctoral degrees awarded in selected fields by CIP (Classification of Instructional Program) code. High technology fields include engineering (14), engineering-related technologies (15), and computer and information sciences (11)

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Institution Summary Performance Report 2000-01
OREGON STATE UNIVERSITY

Degrees in Designated Teacher Education Shortage Areas — Common Funded

Area not chosen by institution

	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
Performance Range (lo to hi)								
Number of Years in Range								
Recent 3-Year Average								
Recent 5-year Average								
Previous Outcome								
2000-01								
2001-02								
2002-03								
2003-04								
2004-05								
From 3-Yr. Avg. to 04-05 Target								

Bachelor's, master's, and doctoral degrees awarded in selected fields by CIP (Classification of Instructional Program) code. Institutions select an education shortage area(s) from the following: special education, mathematics, science, shcool counselor, ESL/bilingual education, K-12 administration, Spanish, and library science. Degrees counted for an academic year (summer through spring), which approximates the fiscal year.

Recent Graduate Satisfaction (Bachelor's recipients) — Common Funded

	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
Performance Range (lo to hi)	58.5%	66.6%						
Number of Years in Range	2							
Recent 2-Year Average	62.6%							
Recent 5-year Average	*NA*							
Previous Outcome (98-99)	*NA*							
2000-01	65.0%	65.0%	85.9%	*NA*	32.2%	*NA*	*NA*	*NA*
2001-02	65.8%	66.6%						
2002-03	66.6%	68.3%						
2003-04	67.4%	69.9%						
2004-05	68.3%	71.5%						
From 2-Yr. Avg. to 04-05 Target	9.1%	14.2%			32.2%	0.0%		

Students awarded degrees in any term of a given academic year (summer through spring) are surveyed 6 to 12 months following graduation. Targets are set for combined response rates for those interviewed who rate their education experience as a "4" or "5" on a five-point scale, where 1 is "poor" and 5 is "excellent."

Gifts, Grants, and Contracts Expenditures — Common Funded

Dollars in millions

	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
Performance Range (lo to hi)	$76.3	$107.8						
Number of Years in Range	9							
Recent 3-Year Average	$103.7							
Recent 5-year Average	$104.1							
Previous Outcome (99-00)	$105.3							
2000-01	$104.8	$106.0	$113.3	$ 109.3	8.2%	6.9%	4.3%	3.1%
2001-02	$105.8	$108.2						
2002-03	$106.9	$110.5						
2003-04	$107.9	$112.7						
2004-05	$109.0	$115.0						
From 3-Yr. Avg. to 04-05 Target	5.1%	10.9%			8.2%	6.9%	4.3%	3.1%

Restricted funds expenditures. Excludes student aid. Includes sponsored research, teaching/training grants, student services, library grants, and similar support.

Institution Summary Performance Report 2000-01
OREGON STATE UNIVERSITY

% of Oregon HS Graduates w/ 3.75+ GPA at Admission							Mission Funded	
Performance Range *(lo to hi)*	25.3%	29.9%						
Number of Years in Range	5							
Recent 3-Year Average	28.8%							
Recent 5-year Average	28.9%			2-Year	Against	Against	Against	Against
Previous Outcome (99-00)	28.9%		Recent	Average	Recent	Recent	Average	Average
	Sustain	Accelerate	Outcome	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	28.9%	29.0%	*Performance occurred before targets set*					
2001-02	29.1%	29.5%						
2002-03	29.4%	30.0%						
2003-04	29.7%	30.5%						
2004-05	30.0%	31.0%						
From 3-Yr. Avg. to 04-05 Target	4.2%	7.6%			0.0%	0.0%	0.0%	0.0%

Proportion of Oregon high school graduates who achieved a 3.75+ GPA participating as first-time, full-time freshmen.

Enrollment Rates for Students of Color							Mission Funded	
Performance Range *(lo to hi)*	12.0%	12.6%						
Number of Years in Range	5							
Recent 3-Year Average	12.4%							
Recent 5-year Average	12.4%			2-Year	Against	Against	Against	Against
Previous Outcome (99-00)	12.6%		Recent	Average	Recent	Recent	Average	Average
	Sustain	Accelerate	Outcome	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	12.8%	13.0%	*Performance occurred before targets set*					
2001-02	12.8%	13.0%						
2002-03	12.9%	13.2%						
2003-04	13.0%	13.4%						
2004-05	13.1%	13.6%						
From 3-Yr. Avg. to 04-05 Target	5.6%	9.7%			0.0%	0.0%	0.0%	0.0%

Fall term enrollment by race. Proportion combines American Indian/Alaska Native; Asian/Pacific Islander; Black/African American; and Hispanic/Latino. Race is voluntarily self-identified by student at the time of application for admission. Proportion combines full- and part-time students at both the undergraduate and graduate levels.

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Institution Summary Performance Report 2000-01
OREGON STATE UNIVERSITY

Common, Non-Funded		99-00	00-01	% Change
Total Unduplicated Headcount Enrollment	AY	19,617	20,789	6.0%
New Student Enrollment:				
New Oregon Freshmen	Fall	2,400	2,426	1.1%
New Oregon Transfer Students	Fall	982	914	-6.9%
New Non-Oregon Freshmen	Fall	543	422	-22.3%
New Non-Oregon Transfer Students	Fall	167	170	1.8%
Six-Year Bachelor's Completion Rate:				
Excludes OUS transfers	AY	55.0%	56.7%	3.1%
Includes OUS transfers	AY	59.8%	62.0%	3.7%
Recent Bachelor's Graduate Success*	AY	98.4%	95.1%	-3.4%
Foundation Net Worth *(dollars in millions)*	FY	$364.6	$375.7	3.1%
Current Fund Balance as a % of Current Fund Balance Expenditures	FY	8.3%	8.4%	1.2%
Proportion of Average Faculty to Average Peer in:				
Salary	FY	86.9%	89.8%	3.3%
Compensation	FY	92.2%	94.5%	2.5%

* Data in *99-00* column reflects response rates collected from the 1996-97 Bachelor's Completer Survey.

Institution Summary Performance Report 2000-01
PORTLAND STATE UNIVERSITY

Freshmen Persistence								Common Funded
Performance Range *(lo to hi)*	55.0%	68.0%						
Number of Years in Range	12							
Recent 3-Year Average	63.0%							
Recent 5-year Average	62.7%							
Previous Outcome (98-99)	62.0%		Recent	2-Year Average	Against Recent	Against Recent	Against Average	Against Average
	Sustain	Accelerate	Outcome	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	63.6%	64.4%	65.2%	63.6%	2.5%	1.2%	0.0%	-1.2%
2001-02	64.2%	65.8%						
2002-03	64.8%	67.2%						
2003-04	65.4%	68.6%						
2004-05	66.0%	70.0%						
From 3-Yr. Avg. to 04-05 Target	4.8%	11.1%			2.5%	1.2%	0.0%	-1.2%

Fall term freshman cohort drawn from the fourth week fall file. Includes full-time freshmen entering with 11 hours or less in college-level transfer credits. Cohort is tracked fall-to-fall (fourth week) for one year. "Recent outcome" reflects those freshmen entering fall 1999 and continuing fall 2000.

Total Degree Production								Common Funded
Performance Range *(lo to hi)*	2,307	3,271						
Number of Years in Range	12							
Recent 3-Year Average	3,135							
Recent 5-year Average	3,149							
Previous Outcome (99-00)	3,271		Recent	2-Year Average	Against Recent	Against Recent	Against Average	Against Average
	Sustain	Accelerate	Outcome	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	3,168	3,198	3,431	3,351	8.3%	7.3%	5.8%	4.8%
2001-02	3,201	3,261						
2002-03	3,234	3,324						
2003-04	3,267	3,387						
2004-05	3,300	3,450						
From 3-Yr. Avg. to 04-05 Target	5.3%	10.0%			8.3%	7.3%	5.8%	4.8%

Bachelor's, master's, doctoral, and first professional degrees awarded annually. Degrees counted for an academic year (summer through spring), which approximates the fiscal year. Students earning a single degree with more than one major are counted once. Excludes associate's degrees and certificates.

Degrees in High-Technology Shortage Areas								Common Funded
Performance Range *(lo to hi)*	213	270						
Number of Years in Range	5							
Recent 3-Year Average	262							
Recent 5-year Average	251							
Previous Outcome (99-00)	264		Recent	2-Year Average	Against Recent	Against Recent	Against Average	Against Average
	Sustain	Accelerate	Outcome	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	268	274	231	248	-13.8%	-15.7%	-7.6%	-9.7%
2001-02	273	286						
2002-03	279	298						
2003-04	284	310						
2004-05	290	322						
From 3-Yr. Avg. to 04-05 Target	10.7%	22.9%			-13.8%	-15.7%	-7.6%	-9.7%

Bachelor's, master's, and doctoral degrees awarded in selected fields by CIP (Classification of Instructional Program) code. High technology fields include engineering (14), engineering-related technologies (15), and computer and information sciences (11). Degrees counted for an academic year (summer through spring), which approximates the fiscal year.

Institution Summary Performance Report 2000-01
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Degrees in Designated Teacher Education Shortage Areas — Common Funded

Performance Range *(lo to hi)*			*Area not chosen by institution*					
Number of Years in Range								
Recent 3-Year Average								
Recent 5-year Average								
Previous Outcome								
	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01								
2001-02								
2002-03								
2003-04								
2004-05								
From 3-Yr. Avg. to 04-05 Target								

Bachelor's, master's, and doctoral degrees awarded in selected fields by CIP (Classification of Instructional Program) code. Institutions select an education shortage area(s) from the following: special education, mathematics, science, shcool counselor, ESL/bilingual education, K-12 administration, Spanish, and library science. Degrees counted for an academic year (summer through spring), which approximates the fiscal year.

Recent Graduate Satisfaction (Bachelor's recipients) — Common Funded

Performance Range *(lo to hi)*	54.5%	59.4%						
Number of Years in Range	2							
Recent 2-Year Average	57.0%							
Recent 5-year Average	*NA*							
Previous Outcome (98-99)	*NA*							
	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01	61.9%	62.5%	69.9%	*NA*	12.9%	11.8%	*NA*	*NA*
2001-02	62.5%	63.7%						
2002-03	63.1%	64.9%						
2003-04	63.7%	66.1%						
2004-05	64.3%	67.3%						
From 2-Yr. Avg. to 04-05 Target	12.8%	18.1%			12.9%	11.8%		

Students awarded degrees in any term of a given academic year (summer through spring) are surveyed 6 to 12 months following graduation. Targets are set for combined response rates for those interviewed who rate their education experience as a "4" or "5" on a five-point scale, where 1 is "poor" and 5 is "excellent."

Gifts, Grants, and Contracts Expenditures — Common Funded

Performance Range *(lo to hi)*	$7.8	$24.0	*Dollars in millions*					
Number of Years in Range	9							
Recent 3-Year Average	$20.8							
Recent 5-year Average	$21.2							
Previous Outcome (99-00)	$24.0							
	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01	$21.5	$22.3	$ 26.4	$ 25.2	22.8%	18.3%	17.3%	13.0%
2001-02	$22.2	$23.8						
2002-03	$22.9	$25.4						
2003-04	$23.6	$26.9						
2004-05	$24.3	$28.4						
From 3-Yr. Avg. to 04-05 Target	16.8%	36.5%			22.8%	18.3%	17.3%	13.0%

Restricted funds expenditures. Excludes student aid. Includes sponsored research, teaching/training grants, student services, library grants, and similar support.

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Federally Sponsored Research Expenditures — **Mission Funded**

Performance Range *(lo to hi)*	$2.69	$6.37						
Number of Years in Range	6							
Recent 3-Year Average	$5.07							
Recent 5-year Average	$4.53							
Previous Outcome (99-00)	$6.37		Recent	2-Year Average	Against Recent	Against Recent	Against Average	Against Average
	Sustain	Accelerate	Outcome	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	$6.71	$5.98	$ 8.48	$ 7.43	26.4%	41.8%	10.7%	24.1%
2001-02	$6.77	$6.32						
2002-03	$6.82	$6.67						
2003-04	$6.88	$7.01						
2004-05	$6.94	$7.35						
From 3-Yr. Avg. to 04-05 Target	36.7%	44.8%			26.4%	41.8%	10.7%	24.1%

PSU is emphasizing increased expenditures on science and engineering research to meet the economic development needs of its community.

Students Completing Community-based Internship — **Mission Funded**

Performance Range *(lo to hi)*	3,796	5,934						
Number of Years in Range	5							
Recent 3-Year Average	5,073							
Recent 5-year Average	4,568							
Previous Outcome (99-00)	5,934		Recent	2-Year Average	Against Recent	Against Recent	Against Average	Against Average
	Sustain	Accelerate	Outcome	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	6,542	6,597	7,518	6,726	14.9%	14.0%	2.8%	2.0%
2001-02	6,707	6,816						
2002-03	6,871	7,036						
2003-04	7,036	7,256						
2004-05	7,201	7,476						
From 3-Yr. Avg. to 04-05 Target	41.9%	47.4%			14.9%	14.0%	2.8%	2.0%

Through its University Studies Program and civic engagement initiatives, PSU is committed to increasing student involvement in community-based learning.

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Common, Non-Funded		99-00	00-01	% Change
Total Unduplicated Headcount Enrollment	AY	34,216	35,683	4.3%
New Student Enrollment:				
New Oregon Freshmen	Fall	910	930	2.2%
New Oregon Transfer Students	Fall	1,477	1,586	7.4%
New Non-Oregon Freshmen	Fall	161	185	14.9%
New Non-Oregon Transfer Students	Fall	381	509	33.6%
Six-Year Bachelor's Completion Rate:				
Excludes OUS transfers	AY	28.5%	32.9%	15.4%
Includes OUS transfers	AY	34.5%	39.5%	14.5%
Recent Bachelor's Graduate Success*	AY	97.5%	91.2%	-6.5%
Foundation Net Worth *(dollars in millions)*	FY	$21.86	$25.67	17.4%
Current Fund Balance as a % of Current Fund Balance Expenditures	FY	4.2%	7.4%	77.1%
Proportion of Average Faculty to Average Peer in:				
Salary	FY	80.6%	81.3%	0.9%
Compensation	FY	86.1%	85.9%	-0.2%

* Data in *99-00* column reflects response rates collected from the 1996-97 Bachelor's Completer Survey.

^ 2000-01 figures based on unaudited financial statements.

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Institution Summary Performance Report 2000-01
SOUTHERN OREGON UNIVERSITY

Freshmen Persistence — Common Funded

Performance Range *(lo to hi)*	55.0%	70.0%
Number of Years in Range	12	
Recent 3-Year Average	64.0%	
Recent 5-year Average	63.8%	
Previous Outcome (98-99)	69.5%	

	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01	64.4%	64.6%	68.2%	68.8%	5.9%	5.6%	6.8%	6.5%
2001-02	64.8%	65.2%						
2002-03	65.2%	65.8%						
2003-04	65.6%	66.4%						
2004-05	66.0%	67.0%						
From 3-Yr. Avg. to 04-05 Target	3.1%	4.7%			5.9%	5.6%	6.8%	6.5%

Fall term freshman cohort drawn from the fourth week fall file. Includes full-time freshmen entering with 11 hours or less in college-level transfer credits. Cohort is tracked fall-to-fall (fourth week) for one year. "Recent outcome" reflects those freshmen entering fall 1999 and continuing fall 2000.

Total Degree Production — Common Funded

Performance Range *(lo to hi)*	614	967
Number of Years in Range	12	
Recent 3-Year Average	855	
Recent 5-year Average	876	
Previous Outcome (99-00)	967	

	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01	864	872	1,008	988	16.7%	15.6%	14.3%	13.2%
2001-02	873	889						
2002-03	882	906						
2003-04	891	923						
2004-05	900	940						
From 3-Yr. Avg. to 04-05 Target	5.3%	9.9%			16.7%	15.6%	14.3%	13.2%

Bachelor's, master's, doctoral, and first professional degrees awarded annually. Degrees counted for an academic year (summer through spring), which approximates the fiscal year. Students earning a single degree with more than one major are counted once. Excludes associate's degrees and certificates.

Degrees in High-Technology Shortage Areas — Common Funded

Performance Range *(lo to hi)*	18	44
Number of Years in Range	5	
Recent 3-Year Average	44	
Recent 5-year Average	38	
Previous Outcome (99-00)	44	

	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01	45	47	59	52	31.1%	25.5%	14.4%	9.6%
2001-02	46	50						
2002-03	48	54						
2003-04	49	57						
2004-05	50	60						
From 3-Yr. Avg. to 04-05 Target	13.6%	36.4%			31.1%	25.5%	14.4%	9.6%

Bachelor's, master's, and doctoral degrees awarded in selected fields by CIP (Classification of Instructional Program) code. High technology fields include engineering (14), engineering-related technologies (15), and computer and information sciences (11). Degrees counted for an academic year (summer through spring), which approximates the fiscal year.

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Degrees in Designated Teacher Education Shortage Areas — Common Funded

Performance Range *(lo to hi)*			*Area not chosen by institution*					
Number of Years in Range								
Recent 3-Year Average								
Recent 5-year Average								
Previous Outcome								
	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01								
2001-02								
2002-03								
2003-04								
2004-05								
From 3-Yr. Avg. to 04-05 Target								

Bachelor's, master's, and doctoral degrees awarded in selected fields by CIP (Classification of Instructional Program) code. Institutions select an education shortage area(s) from the following: special education, mathematics, science, shcool counselor, ESL/bilingual education, K-12 administration, Spanish, and library science. Degrees counted for an academic year (summer through spring), which approximates the fiscal year.

Recent Graduate Satisfaction (Bachelor's recipients) — Common Funded

Performance Range *(lo to hi)*	62.4%	71.4%						
Number of Years in Range	2							
Recent 2-Year Average	66.9%							
Recent 5-year Average	*NA*							
Previous Outcome (98-99)	*NA*							
	Sustain		Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01	70.0%	70.0%	81.1%	*NA*	15.9%	*NA*		
2001-02	70.9%	71.8%						
2002-03	71.8%	73.5%						
2003-04	72.6%	75.3%						
2004-05	73.5%	77.0%						
From 2-Yr. Avg. to 04-05 Target	9.9%	15.1%			15.9%	0.0%		

Students awarded degrees in any term of a given academic year (summer through spring) are surveyed 6 to 12 months following graduation. Targets are set for combined response rates for those interviewed who rate their education experience as a "4" or "5" on a five-point scale, where 1 is "poor" and 5 is "excellent."

Gifts, Grants, and Contracts Expenditures — Common Funded

Performance Range *(lo to hi)*	$2.03	$2.57	*Dollars in millions*					
Number of Years in Range	9							
Recent 3-Year Average	$2.38							
Recent 5-year Average	$2.53							
Previous Outcome (99-00)	$2.57							
	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01	$2.39	$2.42	$3.20	$2.88	33.8%	32.2%	20.6%	19.1%
2001-02	$2.40	$2.48						
2002-03	$2.40	$2.52						
2003-04	$2.40	$2.56						
2004-05	$2.40	$2.60						
From 3-Yr. Avg. to 04-05 Target	0.9%	9.3%			33.8%	32.2%	20.6%	19.1%

Restricted funds expenditures. Excludes student aid. Includes sponsored research, teaching/training grants, student services, library grants, and similar support.

Institution Summary Performance Report 2000-01
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Foundation Net Worth							Mission Funded	
Performance Range *(lo to hi)*	$8.37	$13.07	*Dollars in millions*					
Number of Years in Range	5							
Recent 3-Year Average	$14.25							
Recent 5-year Average	$12.40							
Previous Outcome (99-00)	$13.07		Recent	2-Year Average	Against Recent	Against Recent	Against Average	Against Average
	Sustain	Accelerate	Outcome*	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	$13.80	$13.80	$14.07	14.56	2.0%	*NA*	5.5%	5.5%
2001-02	$14.49	$15.18						
2002-03	$15.21	$16.70						
2003-04	$15.98	$18.37						
2004-05	$16.77	$20.20						
From 3-Yr. Avg. to 04-05 Target	17.7%	41.8%			2.0%	0.0%	5.5%	5.5%

*In order to maintain resiliency in an era of declining state funding, SOU is making great strides in efforts to increase endowments and net assets in the foundation. These funds help build new programs and adapt current programs for contemporary learning needs. The outcome reflects the net assets of the foundation plus the value of obligation to the individual university (if included as a liability) as reported in the audited financial statements of the institution. Accelerated outcome not applicable as sustain and accelerated target match. * Based on interim, unaudited financial statements.*

Employers Satisfied with SOU Bachelor's Graduates							Mission Funded	
Performance Range *(lo to hi)*	85.0%	87.5%						
Number of Years in Range	3.0							
Recent 3-Year Average	85.8%							
Recent 5-year Average								
Previous Outcome (99-00)	87.5%		Recent	2-Year Average	Against Recent	Against Recent	Against Average	Against Average
	Sustain	Accelerate	Outcome	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	*NA*	*NA*	*Performance occurred before targets set*					
2002-03	88.0%	89.0%						
2004-05	90.0%	91.0%						
From 3-Yr. Avg. to 04-05 Target	4.9%	6.1%			0.0%	0.0%	0.0%	0.0%

As part of the regional mission, SOU is trying to prepare the workforce of the future - satisfaction surveys from employers give the institution a good indication about whether educational outcomes are meeting employer needs.

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Institution Summary Performance Report 2000-01
SOUTHERN OREGON UNIVERSITY

Common, Non-Funded Indicators		99-00	00-01	% Change
Total Unduplicated Headcount Enrollment	AY	8,243	7,865	-4.6%
New Student Enrollment:				
New Oregon Freshmen	Fall	614	626	2.0%
New Oregon Transfer Students	Fall	346	267	-22.8%
New Non-Oregon Freshmen	Fall	269	145	-46.1%
New Non-Oregon Transfer Students	Fall	137	130	-5.1%
Six-Year Bachelor's Completion Rate:				
Excludes OUS transfers	AY	25.6%	30.8%	20.3%
Includes OUS transfers	AY	36.3%	42.1%	16.0%
Recent Bachelor's Graduate Success*	AY	98.6%	91.6%	-7.1%
Foundation Net Worth *(dollars in millions)*	FY	See Mission-Specific Indicator		
Current Fund Balance as a % of Current Fund Balance Expenditures	FY	10.6%	10.2%	-3.7%
Proportion of Average Faculty to Average Peer in:				
Salary	FY	87.3%	89.6%	2.6%
Compensation	FY	93.1%	94.8%	1.8%

* Data in 99-00 column reflects response rates collected from the 1996-97 Bachelor's Completer Survey.

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Institution Summary Performance Report 2000-2001
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Freshmen Persistence — Common Funded

Performance Range *(lo to hi)*	77.0%	83.0%
Number of Years in Range	12	
Recent 3-Year Average	80.0%	
Recent 5-year Average	79.4%	
Previous Outcome (98-99)	80.8%	

	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01	80.8%	81.0%	80.8%	80.8%	0.0%	-0.2%	0.0%	-0.2%
2001-02	81.6%	82.0%						
2002-03	82.4%	83.0%						
2003-04	83.2%	84.0%						
2004-05	84.0%	85.0%						
From 3-Yr. Avg. to 04-05 Target	5.0%	6.2%			0.0%	-0.2%	0.0%	-0.2%

Fall term freshman cohort drawn from the fourth week fall file. Includes full-time freshmen entering with 11 hours or less in college-level transfer credits. Cohort is tracked fall-to-fall (fourth week) for one year. "Recent outcome" reflects those freshmen entering fall 1999 and continuing fall 2000.

Total Degree Production — Common Funded

Performance Range *(lo to hi)*	3,587	4,341
Number of Years in Range	12	
Recent 3-Year Average	4,136	
Recent 5-year Average	4,088	
Previous Outcome (99-00)	4,219	

	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01	4,179	4,219	3,985	4,102	-4.6%	-5.5%	-1.8%	-2.8%
2001-02	4,222	4,302						
2002-03	4,264	4,384						
2003-04	4,307	4,467						
2004-05	4,350	4,550						
From 3-Yr. Avg. to 04-05 Target	5.2%	10.0%			-4.6%	-5.5%	-1.8%	-2.8%

Bachelor's, master's, doctoral, and first professional degrees awarded annually. Degrees counted for an academic year (summer through spring), which approximates the fiscal year. Students earning a single degree with more than one major are counted once. Excludes associate's degrees and certificates.

Degrees in High-Technology Shortage Areas — Common Funded

Performance Range *(lo to hi)*	65	97
Number of Years in Range	5	
Recent 3-Year Average	82	
Recent 5-year Average	86	
Previous Outcome	97	

This area not chosen by institution

	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01								
2001-02								
2002-03								
2003-04								
2004-05								
From 3-Yr. Avg. to 04-05 Target								

Bachelor's, master's, and doctoral degrees awarded in selected fields by CIP (Classification of Instructional Program) code. High technology fields include engineering (14), engineering-related technologies (15), and computer and information sciences (11). Degrees counted for an academic year (summer through spring), which approximates the fiscal year.

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Degrees in Designated Teacher Education Shortage Areas — Common Funded

Performance Range *(lo to hi)*	1	61	*Area: K-12 Administration; Superintendents and Principles*					
Number of Years in Range	5							
Recent 3-Year Average	32							
Recent 5-year Average	20							
Previous Outcome (99-00)	61		Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
	Sustain	Accelerate						
2000-01	40	42	TBD	TBD				
2001-02	48	51						
2002-03	56	61						
2003-04	64	70						
2004-05	72	80						
From 3-Yr. Avg. to 04-05 Target	125.0%	150.0%						

Bachelor's, master's, and doctoral degrees awarded in selected fields by CIP (Classification of Instructional Program) code. Institutions select an education shortage area(s) from the following: special education, mathematics, science, shcool counselor, ESL/bilingual education, K-12 administration, Spanish, and library science. Degrees counted for an academic year (summer through spring), which approximates the fiscal year.

Recent Graduate Satisfaction (Bachelor's recipients) — Common Funded

Performance Range *(lo to hi)*	63.3%	90.3%						
Number of Years in Range	2							
Recent 2-Year Average	76.8%							
Recent 5-year Average	*NA*							
Previous Outcome (98-99)	*NA*		Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
	Sustain	Accelerate						
2000-01	65.0%	65.0%	79.5%	*NA*	22.3%	*NA*		
2001-02	65.8%	66.6%						
2002-03	66.6%	68.3%						
2003-04	67.4%	69.9%						
2004-05	68.3%	71.5%						
From 2-Yr. Avg. to 04-05 Target	-11.1%	-6.9%			22.3%	0.0%		

Students awarded degrees in any term of a given academic year (summer through spring) are surveyed 6 to 12 months following graduation. Targets are set for combined response rates for those interviewed who rate their education experience as a "4" or "5" on a five-point scale, where 1 is "poor" and 5 is "excellent."

Gifts, Grants, and Contracts Expenditures — Common Funded

Performance Range *(lo to hi)*	$36.5	$56.4	*Dollars in millions*					
Number of Years in Range	9							
Recent 3-Year Average	$51.5							
Recent 5-year Average	$52.4							
Previous Outcome (99-00)	$56.4		Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
	Sustain	Accelerate						
2000-01	$52.6	$53.2	$ 59.4	$ 57.9	12.8%	11.6%	10.0%	8.8%
2001-02	$53.8	$54.9						
2002-03	$54.9	$56.6						
2003-04	$56.1	$58.3						
2004-05	$57.2	$60.0						
From 3-Yr. Avg. to 04-05 Target	11.1%	16.5%			12.8%	11.6%	10.0%	8.8%

Restricted funds expenditures. Excludes student aid. Includes sponsored research, teaching/training grants, student services, library grants, and similar support.

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Average Faculty Compensation to Peer Average								Mission Funded
Performance Range *(lo to hi)*	*NA*							
Number of Years in Range	*NA*							
Recent 3-Year Average	*NA*							
Recent 5-year Average	*NA*							
Previous Outcome (99-00)	85.2%		Recent	2-Year Average	Against Recent	Against Recent	Against Average	Against Average
	Sustain	Accelerate	Outcome	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	87.0%	87.5%	85.7%	85.5%	-1.5%	-2.1%	-1.8%	-2.3%
2001-02	89.0%	90.0%						
2002-03	91.0%	92.5%						
2003-04	93.0%	95.0%						
2004-05	95.0%	97.5%						
From 3-Yr. Avg. to 04-05 Target	11.5%	14.4%			-1.5%	-2.1%	-1.8%	-2.3%

Total compensation comparisons based on national data collection of fall faculty totals by AAUP. UO comparisons with peer institutions include the ranks of professor, associate professor, and assistant professor and exclude the rank of instructor. Faculty distribution for each university is standardized to 35% professors, 30% associate professors, and 30% assistant professors. Source data are reported by universities on November 30th of each academic year; therefore, increases awarded after November are not included. The recent outcome reflects data obtained by OUS Institutional Research Services from ACADEME: published in March/April, 2001.

Research and Economic Development Index								Mission Funded
Performance Range *(lo to hi)*	1.00	1.89						
Number of Years in Range	5							
Recent 3-Year Average	2.21							
Previous Outcome (99-00)	2.89		Recent	2-Year Average	Against Recent	Against Recent	Against Average	Against Average
	Sustain	Accelerate	Outcome	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	2.32	2.44	4.42	3.66	90.5%	81.1%	57.5%	49.8%
2001-02	2.55	2.68						
2002-03	2.81	2.95						
2003-04	3.09	3.24						
2004-05	3.40	3.57						
From 3-Yr. Avg. to 04-05 Target	53.8%	61.5%			90.5%	81.1%	57.5%	49.8%

This index benchmarks economic development activity at the UO as a combination of industrial support for R&D, income generated by technology transfer and jobs supported by R&D activity.

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Institution Summary Performance Report 2000-2001
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Common, Non-funded		99-00	00-01	% Change
Total Unduplicated Headcount Enrollment	AY	21,955	22,368	1.9%
New Student Enrollment:				
New Oregon Freshmen	Fall	1,794	2,050	14.3%
New Oregon Transfer Students	Fall	956	936	-2.1%
New Non-Oregon Freshmen	Fall	766	857	11.9%
New Non-Oregon Transfer Students	Fall	341	329	-3.5%
Six-Year Bachelor's Completion Rate:				
Excludes OUS transfers	AY	58.7%	58.3%	-0.7%
Includes OUS transfers	AY	61.8%	61.1%	-1.1%
Recent Bachelor's Graduate Success*	AY	98.2%	91.8%	-6.5%
Foundation Net Worth^ *(dollars in millions)*	FY	$320.9	$335.6	4.6%
Current Fund Balance as a % of Current Fund Balance Expenditures	FY	8.1%	10.2%	25.8%
Proportion of Average Faculty to Average Peer in:				
Salary †	FY	85.6%	89.6%	4.7%
Compensation †	FY	90.4%	See Mission-specific	

* Data in *99-00* column reflects response rates collected from the 1996-97 Bachelor's Completer Survey.

^ 2000-01 figures based on unaudited financial statements.

† Outcome reflects calculations based on shared list of peers for UO, PSU, and OSU. Mission outcome reflects UO peers only.

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Freshmen Persistence — Common Funded

Performance Range *(lo to hi)*	59.0%	70.0%
Number of Years in Range	12	
Recent 3-Year Average	69.0%	
Recent 5-year Average	68.1%	
Previous Outcome (98-99)	70.0%	

	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01	69.8%	70.4%	67.4%	68.8%	-3.4%	-4.3%	-1.4%	-2.3%
2001-02	70.6%	71.8%						
2002-03	71.4%	73.2%						
2003-04	72.2%	74.6%						
2004-05	73.0%	76.0%						
From 3-Yr. Avg. to 04-05 Target	5.8%	10.1%			-3.4%	-4.3%	-1.4%	-2.3%

Fall term freshman cohort drawn from the fourth week fall file. Includes full-time freshmen entering with 11 hours or less in college-level transfer credits. Cohort is tracked fall-to-fall (fourth week) for one year. "Recent outcome" reflects those freshmen entering fall 1999 and continuing fall 2000.

Total Degree Production — Common Funded

Performance Range *(lo to hi)*	604	990
Number of Years in Range	12	
Recent 3-Year Average	922	
Recent 5-year Average	856	
Previous Outcome (99-00)	990	

	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01	931	941	645	818	-30.7%	-31.5%	-12.2%	-13.1%
2001-02	939	959						
2002-03	948	978						
2003-04	956	996						
2004-05	965	1,015						
From 3-Yr. Avg. to 04-05 Target	4.7%	10.1%			-30.7%	-31.5%	-12.2%	-13.1%

Bachelor's, master's, doctoral, and first professional degrees awarded annually. Degrees counted for an academic year (summer through spring), which approximates the fiscal year. Students earning a single degree with more than one major are counted once. Excludes associate's degrees and certificates.

Degrees in High-Technology Shortage Areas — Common Funded

Performance Range *(lo to hi)*	21	36
Number of Years in Range	5	
Recent 3-Year Average	31	
Recent 5-year Average	29	
Previous Outcome (99-00)	35	

	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
2000-01	33	34	27	31	-18.2%	-20.6%	-6.1%	-8.8%
2001-02	35	37						
2002-03	37	39						
2003-04	39	42						
2004-05	41	45						
From 3-Yr. Avg. to 04-05 Target	32.3%	45.2%			-18.2%	-20.6%	-6.1%	-8.8%

Bachelor's, master's, and doctoral degrees awarded in selected fields by CIP (Classification of Instructional Program) code. High technology fields include engineering (14), engineering-related technologies (15), and computer and information sciences (11). Degrees counted for an academic year (summer through spring), which approximates the fiscal year.

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Degrees in Designated Teacher Education Shortage Areas — Common Funded

Area not chosen by institution

	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
Performance Range *(lo to hi)*								
Number of Years in Range								
Recent 3-Year Average								
Recent 5-year Average								
Previous Outcome								
2000-01								
2001-02								
2002-03								
2003-04								
2004-05								
From 3-Yr. Avg. to 04-05 Target								

Bachelor's, master's, and doctoral degrees awarded in selected fields by CIP (Classification of Instructional Program) code. Institutions select an education shortage area(s) from the following: special education, mathematics, science, shcool counselor, ESL/bilingual education, K-12 administration, Spanish, and library science. Degrees counted for an academic year (summer through spring), which approximates the fiscal year.

Recent Graduate Satisfaction (Bachelor's recipients) — Common Funded

	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
Performance Range *(lo to hi)*	58.5%	76.3%						
Number of Years in Range	2							
Recent 2-Year Average	67.4%							
Recent 5-year Average	*NA*							
Previous Outcome (98-99)	*NA*							
2000-01	76.0%	76.0%	81.8%	*NA*	7.6%	*NA*	*NA*	*NA*
2001-02	77.0%	77.9%						
2002-03	77.9%	79.8%						
2003-04	78.9%	81.7%						
2004-05	79.8%	83.6%						
From 2-Yr. Avg. to 04-05 Target	18.4%	24.0%			7.6%	0.0%	0.0%	0.0%

Students awarded degrees in any term of a given academic year (summer through spring) are surveyed 6 to 12 months following graduation. Targets are set for combined response rates for those interviewed who rate their education experience as a "4" or "5" on a five-point scale, where 1 is "poor" and 5 is "excellent."

Gifts, Grants, and Contracts Expenditures — Common Funded

Dollars in millions

	Sustain	Accelerate	Recent Outcome	2-Year Average Outcome	Against Recent Sustain	Against Recent Accelerate	Against Average Sustain	Against Average Accelerate
Performance Range *(lo to hi)*	$4.58	$6.47						
Number of Years in Range	9							
Recent 3-Year Average	$5.29							
Recent 5-year Average	$5.72							
Previous Outcome (99-00)	$6.34							
2000-01	$5.44	$5.59	$ 7.74	$ 7.04	42.3%	38.5%	29.5%	26.0%
2001-02	$5.58	$5.90						
2002-03	$5.72	$6.20						
2003-04	$5.86	$6.50						
2004-05	$6.00	$6.80						
From 3-Yr. Avg. to 04-05 Target	13.5%	28.6%			42.3%	38.5%	29.5%	26.0%

Restricted funds expenditures. Excludes student aid. Includes sponsored research, teaching/training grants, student services, library grants, and similar support.

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Six-Year Bachelor's Completion Rate								Mission Funded
Performance Range *(lo to hi)*	29.6%	41.3%						
Number of Years in Range	7							
Recent 3-Year Average	40.8%							
Recent 5-year Average	40.2%							
Previous Outcome (99-00)	41.3%		Recent	2-Year Average	Against Recent	Against Recent	Against Average	Against Average
	Sustain	Accelerate	Outcome	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	41.0%	41.0%	42.4%	41.9%	3.4%	3.4%	2.2%	2.2%
2001-02	41.4%	41.5%						
2002-03	41.8%	42.0%						
2003-04	42.2%	42.5%						
2004-05	42.6%	43.0%						
From 3-Yr. Avg. to 04-05 Target	4.4%	5.4%			3.4%	3.4%	2.2%	2.2%

Fall term freshmen cohort drawn from the fall fourth week file. Includes regular and extended enrollment. Includes only full-time freshmen entering with fewer than 12 hours of transfer credit. Cohort is tracked fall to fall for six years. Degrees counted for an academic year follow the IPEDS Graduation Rate Survey definition.

Enrollment by Students with Disabilities								Mission Funded
Performance Range *(lo to hi)*	0.0	0.0						
Number of Years in Range	0.0							
Recent 3-Year Average	0.0							
Recent 5-year Average	0.0							
Previous Outcome (99-00)	0.0		Recent	2-Year Average	Against Recent	Against Recent	Against Average	Against Average
	Sustain	Accelerate	Outcome	Outcome	Sustain	Accelerate	Sustain	Accelerate
2000-01	0.0	0.0	*Performance occurred before targets set*					
2001-02	179.0	180.0						
2002-03	182.0	184.0						
2003-04	186.0	188.0						
2004-05	190.0	193.0						
From 3-Yr. Avg. to 04-05 Target	#DIV/0!	#DIV/0!	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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Common, Non-Funded Indicators		99-00	00-01	% Change
Total Unduplicated Headcount Enrollment	AY	6,353	6,471	1.9%
New Student Enrollment:				
New Oregon Freshmen	Fall	746	789	5.8%
New Oregon Transfer Students	Fall	445	434	-2.5%
New Non-Oregon Freshmen	Fall	51	65	27.5%
New Non-Oregon Transfer Students	Fall	55	89	61.8%
Six-Year Bachelor's Completion Rate:				
Excludes OUS transfers	AY	See Mission-Specific Indicator		
Includes OUS transfers	AY	51.6%	55.6%	7.8%
Recent Bachelor's Graduate Success*	AY	97.7%	97.8%	0.1%
Foundation Net Worth^ *(dollars in millions)*	FY	$4.80	$5.50	14.7%
Current Fund Balance as a % of Current Fund Balance Expenditures	FY	11.9%	15.6%	31.6%
Proportion of Average Faculty to Average Peer in:				
Salary	FY	85.7%	81.9%	-4.4%
Compensation	FY	91.4%	87.2%	-4.6%

* Data in *99-00* column reflects response rates collected from the 1996-97 Bachelor's Completer Survey.

^ 2000-01 figures based on unaudited financial statements.

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APPENDIX

Performance & Planning Data Dictionary

1. **Freshman persistence**. Fall term freshman cohort drawn from the fourth week fall file. Includes full-time freshmen entering with 11 hours or less in college-level transfer credit, as defined by the SCARF Application Decision element. Cohort is tracked fall-to-fall (fourth week) for one year. The persistence rates reported for students who entered and continued at the same OUS institution. SCARF Data Dictionary Application Decision Codes: A0, A1, A2, A3, A5, A6, A7, A8, A9, AF (excludes A4).
   Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, IPEDS Fall Cohorts completed.

2. **Total degree production**. Bachelor's, master's, doctoral, and first professional degrees awarded annually. Degrees counted for an academic year are those awarded summer through the following spring, which approximates the fiscal year (e.g., Summer 1998, Fall 1998, Winter 1999, and Spring 1999). Students who earn a single degree with more than one major are counted only once.
   Source: OUS Institutional Research Services, *Integrated Postsecondary Education Data System (IPEDS) Completions Survey* reports.

3. **Degree production in designated shortage areas**. Bachelor's, master's, doctoral degrees awarded in selected fields by Classification of Instructional Program code (CIP code system was developed by the National Center for Educational Statistics to facilitate program comparisons among institutions). Current degree shortages in Oregon include high technology disciplines and selected teacher education licensure areas. These high technology fields include engineering (14), engineering-related technologies (15), and computer and information sciences (11) Degrees counted for academic years are those awarded summer through the following spring terms (e.g., Summer 1998, Fall 1998, Winter 1999, and Spring 1999). Teacher education shortage fields include special education, mathematics, science (physics and chemistry), school counseling, ESL/bilingual education, administration (principals and superintendents), Spanish, and library media.
   Source: OUS Institutional Research Services, *Integrated Postsecondary Education Data System (IPEDS) Completions Survey* reports.
   Note: Beginning in 1997-98, the degree detail accounts for students who earn a degree with more than one major. For example, if a student earned a degree in mathematics and Russian, the degree will be reported multiple times, once for each discipline.

4. **Recent graduate satisfaction (Bachelor's)**. Bachelor degree recipients awarded a degree in any term of a given academic year (summer through following spring) are surveyed six to twelve months following graduation. Surveys are conducted every other academic year beginning with the graduates of the 1994-95 academic year.
   Source: OUS Office of Academic Affairs, *The Status of OUS Baccalaureate Graduates: One Year Later* reports.

5. **Gifts, grants, and contracts expenditures**. Includes restricted fund expenditures for sponsored research, teaching/training grants, and student services grants, library grants and similar support but excludes student financial aid. Sponsored research and other support generated by the Chancellor's Office is excluded from institution reports but included on the System report.
   Source: OUS Annual Financial Reports, Controller's Office.

6. **New Oregon freshmen and transfer students**. Oregon residence codes by admission mode as defined by Board including regular and extended enrollment in credit courses. Includes both full- and part-time students and regular and extended studies enrollment. Groups Oregon counties by economic regions as defined by the Oregon Economic Development Department. Data presented as entering freshmen students by Oregon, non-Oregon, and total first-time freshmen and students newly admitted to baccalaureate programs but do not qualify as first-time freshmen. Excludes all non-admitted students, post-baccalaureate, and graduate students.

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Data presented as transfer students by source, new from high school, continuing undergraduates, returning undergraduates, and total undergraduates. SCARF Data Dictionary Application Decision Codes: A0, A1, A3, A4, A5, A6, A7, A8, and A9. Will distinguish those admitted under special admission codes (A5, A6).
Source: OUS Institutional Research Services, fall fourth-week enrollment reports.

a. **Total unduplicated headcount enrollment**. The total of all students enrolled in an OUS institution during any of the four terms of the year, regardless of course load. Both regular and extended enrollment is included in this number. Students are counted only once with one exception. Students who completed a degree and enrolled as a student at a different level of study in the same academic year are counted twice.
Source: OUS Institutional Research Services (ERAN-01 and 05 reports).

7. **Six-year bachelor's completion rates**. Fall term freshman cohort drawn from the fall fourth week file. Includes regular and extended enrollment. Includes only full-time freshmen entering with fewer than 12 hours of transfer credit, as defined by the SCARF Application Decision element. Cohort is tracked fall-to-fall (fourth week) for six years, ending summer of the 7th year. Degrees counted for an academic year are those awarded fall through the following summer following the IPEDS Graduation Rate Survey definition. The rates reported (a) students who entered and completed at the same OUS institution (institution retention) and (2) students who entered and completed at different OUS institutions, (System retention). SCARF Data Dictionary Application Decision Codes: A0, A1, A2, A3, A5, A6, A7, A8, A9, AF (excludes A4).
Source: OUS Institutional Research Services, *Retention, Attrition, and Graduation of OUS Freshmen* reports, IPEDS Fall Cohorts completed.

8. **Recent bachelor's graduate success**. Bachelor's graduates tracked six to twelve months after degree award (see *Recent Graduate Satisfaction)* to determine the status of graduates such as employment (full- or part-time, income, and occupation), education (graduate or professional schools, continuing education, post-baccalaureate), and other information.
Source: OUS Office of Academic Affairs, *The Status of OUS Baccalaureate Graduates: One Year Later* reports.

9. **Foundation net worth**. Reflects the net assets of each foundation plus the value of obligation to the individual university (if included as a liability) as reported in the audited financial statements of each institution.
Source: OUS Annual Financial Reports, Controller's Office.

10. **Proportion of current fund balance expenditures**. Current fund balance expenditures reported as a proportion of the combined total of the ending fund balances of both the current unrestricted and current restricted funds reported in the institution's audited financial statements. The current fund balance appropriate for a campus will be negotiated with the Chancellor or designee.
Source: OUS Annual Financial Reports, Controller's Office.

11. **Proportion of average faculty to average peers in salary and compensation.** OUS universities are grouped by research (OSU, PSU, UO), region (EOU, SOU, WOU), and discipline (OIT). Each group is then ranked among a shared list of institutional peers across all faculty ranks across all disciplines. To compare all ranks, the faculty distribution is standardized to 35% professors, 30% associate professors, 30% assistant professors, and 5% instructors. As of 2000-01, where no instructors are reported, the calculation of the all-ranks average uses the average salary of instructors for all Category I four-year public institutions. Source data are reported by universities on November 30th of each academic year; therefore, increases awarded after November are not included in the OUS report.
Source: OUS, Office of Institutional Research Services compiles data from the American Association of University Professors AAUP as published in *ACADEME: The Annual Report on the Economic Status of the Profession* in March/April in a given year.

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